

Assessment Policy



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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment throughout our trust
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools and academies are responsible for developing assessment approaches that support effective teaching and learning and meet statutory assessment and reporting requirements.

This policy has regard to, and where applicable complies with:

- the **Education Act 2002**;
- the **Education Act 1996**;
- the Education (Pupil Information) (England) Regulations 2005, as amended, where applicable, including requirements relating to educational records and annual reports to parents/carers;
- the **Early Years Foundation Stage statutory framework for group and school-based providers**, current from 1 September 2026;
- the **Early Years Foundation Stage Profile Handbook 2026**;
- the **2026 Reception Baseline Assessment and Reporting Arrangements** and associated administration guidance;
- the **2026 Phonics Screening Check Assessment and Reporting Arrangements** and associated administration guidance;
- the **2026 Key Stage 2 Assessment and Reporting Arrangements** and associated guidance;
- the **Multiplication Tables Check** statutory arrangements;
- the **National Curriculum** and relevant programmes of study;
- the DfE **Commission on Assessment Without Levels** final report and associated guidance concerning effective school-based assessment.
- The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003, as amended
- The Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) Order 2004, as amended, where applicable

The Trust will update its assessment procedures annually to reflect changes to statutory assessment and reporting arrangements and other relevant DfE guidance.

Where academy-specific statutory requirements arise through the Trust's funding agreement, these will also be followed.

3. Principles of assessment

Fundamental Principles of Assessment

The Lighthouse Multi Academy Trust use three broad categories of assessments in our academies:

- day-to-day formative assessment;
- in-school summative assessment; and
- statutory national assessments.

Underpinning principles for assessment

- 1. Assessment is at the heart of teaching and learning**
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for pupils to demonstrate and review their progress.
- 2. Assessment is fair**
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
- 3. Assessment is honest**
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
- 4. Assessment is ambitious**
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.
- 5. Assessment is appropriate**
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of pupil achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
- 6. Assessment is consistent**
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. An academy's results are capable of comparison with other schools/ academies, both locally and nationally.
- 7. Assessment outcomes provide meaningful and understandable information for**
 - a. pupils in developing their learning;
 - b. parents in supporting children with their learning;
 - c. teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
 - d. school leaders and governors in planning and allocating resources;
 - e. government and agents of government.
- 8. Assessment feedback should inspire**
 - a. greater effort and a belief that, through hard work and practice, more can be achieved.

4. Assessment approaches

At the Lighthouse Multi Academy Trust we see assessment as an integral part of teaching and learning, and it is inextricably linked to our academies curriculums. **(Appendix 3- Overview of assessments)**

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-academy formative assessment

Effective in-academy formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Principles of Day-to-day in-school Formative Assessment

'Formative assessment' is Assessment for Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative assessment:

- happens during the learning
- helps to improve learning
- assists in growing learning
- is done with learner
- is personally referenced
- is focused on the process.

See Appendix 2 to explore how pupils are provided with feedback to improve their learning.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **Trust Central Team/ Academy leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

Commercially standardised and externally referenced assessments

Summative Assessment

The Trust may use commercially produced standardised assessments, including NTS assessments, as part of its internal assessment system. These assessments are **non-statutory** and are used to provide additional information to support teaching, intervention, monitoring and benchmarking.

They do not replace statutory national assessments and should not be presented to parents or other stakeholders as statutory national assessments.

- To enable the academy to track the pupils' progress across the year using NTS standardised score testing materials
- To enable the academy to demonstrate progress, attainment and wider outcomes
- To enable the parents to track their child's progress across the year
- To give detailed information on previous understanding, attitude and knowledge
- To enable smooth transition into the next year group so work can be matched quickly to the needs of the pupils
- To enable parents to understand what their child has achieved and contribute to their progress

'Summative assessment' is Assessment of Learning. It is used mainly to measure performance and progress and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning, e.g.:

- Commercially standardised assessments, such as NTS assessments
- Internal Academy Examinations and mock assessments
- End of Topic / Unit Tests .

Summative assessment:

- happens after the learning
- provides evidence of learning and attainment
- assists in measuring learning
- is done to learners
- standardised against the assessment provider's reference population
- is focused on the outcome.

NTS tests are used in each year group on a termly basis to track the progress and attainment of pupils in each of Reading, Mathematics and SPAG to benchmark how our pupils compare with other pupils of the same age on a standardised assessment.

4.3 Statutory national assessment

Nationally standardised summative assessment enables:

- **Trust Central Team/ Academy leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents/carers** to understand how pupils are performing in comparison with pupils nationally

Principles of Statutory national assessment

- To enable the government to monitor academy's pupils' attainment and progress
- To enable parents to compare academies in an area
- To enable the academy to demonstrate progress, attainment and wider outcomes
- To enable academies with similar contexts to compare outcomes

See Appendix 1 to explore the assessments delivered in the academies throughout the academic year.

Statutory national assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1 & Year 2
- Multiplication Times Tables Check in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 2 (year 6)

Assessment in Early Years Foundation Stage (EYFS)

On entry to an EYFS setting, practitioners gather information about each child's prior learning, development, interests, communication and language, characteristics and individual needs. This may include information from parents/carers, previous settings and observations undertaken during the settling-in period.

The RBA is a statutory assessment for Reception pupils in state-funded schools and academies. It must be administered within the first six weeks after a pupil starts Reception, in accordance with the annual RBA Assessment and Reporting Arrangements and administration guidance.

The Trust may use an appropriate baseline or on-entry assessment approach to inform planning and identify children who may require additional support. Such assessment is proportionate and forms part of the wider ongoing assessment process.

Over the course of the year, all staff in the EYFS contribute to the ongoing assessment process through their professional knowledge of children, day-to-day interactions, observations and other appropriate evidence. Assessment may include observations, conversations with children and families, examples of children's work, photographs or other records where these are useful and proportionate. Practitioners are not required to collect unnecessary or excessive evidence to demonstrate children's learning or progress.

Assessment information is used to identify children's strengths, needs and next steps and to inform the curriculum, teaching and provision. The approach to recording assessment should remain proportionate and should not unnecessarily reduce practitioners' time interacting with children.

During the year, teachers use the assessment data as a valuable source of information about levels of development across the year group. The EYFS phase leader monitors the picture for individual pupils and classes with particular attention to certain groups such as summer born children and disadvantaged children and boys/girls, with the aim to close the gap in attainment (where it exists) for these groups of learners. This information helps staff to plan activities which will help all children to move forward in their learning and development.

At the end of Reception, the EYFS Profile is completed for each child in accordance with the current EYFS Profile Handbook.

Children are assessed against the **17 Early Learning Goals (ELGs)** across the seven areas of learning.

This profile is based on the cumulative ongoing observations and assessments in the following areas:

- The Prime Areas of Learning: Communication and Language, Physical Development and Personal, Social and Emotional Development, and,
- The Specific Areas of Learning: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.
- The EYFS Profile assesses children against the 17 Early Learning Goals across the seven areas of learning. Teachers may also provide a short commentary on the three Characteristics of Effective Learning where this is useful for transition and supports understanding of the child's development.

For each ELG, teachers make a professional judgement as to whether the child is:

- **meeting the expected level of development ('expected');** or
- **not yet reaching the expected level ('emerging').**

Judgements are based on practitioners' professional knowledge and the child's learning and development over time. The Profile is not intended to be a test or a collection of individual pieces of evidence.

Teachers may provide a short commentary relating to the Characteristics of Effective Learning where this supports transition and provides useful information.

The completed EYFS Profile is shared with the child's Year 1 teacher to support transition.

At the end of Reception, the EYFS Profile is completed and the required data is submitted to the Local Authority in accordance with the annual EYFS Profile arrangements. The Trust also requires academies to report EYFS outcomes internally for monitoring, evaluation and school improvement purposes.

To ensure that all judgements are accurate, valid and consistent, the judgements are moderated internally within the academy and moderation with other Lighthouse Multi Academy Trust academies.

Key Stage 1

Key Stage 1 national curriculum tests are optional. Where an academy chooses to administer them, it will follow the relevant DfE guidance.

Phonics Assessments

Academies are expected to closely track children's phonics skills to ensure that phonics groups are fluid, enabling children to move from one group to another, matched to the development of their phonics skills. RWI / Twinkl Phonics have provided a half termly phonics tracking system which pupils are assessed on by phonic leaders.

The Trust may use internal phonics assessment terminology such as **Working At** and **Working Towards** to support ongoing teaching, grouping and intervention. These are internal assessment categories and should not be confused with the statutory outcome of the Phonics Screening Check.

Working At	Child has met (end of year judgement) or is on track to meet (mid-year judgement) the required standard in phonics whether this be at the end of Year R, Year 1 or Year 2.
Working Towards	Child has not met (end of year judgement) or is not on track to meet (mid-year judgement) the required standard in phonics whether this be at the end of Year R, Year 1 or Year 2.

Assessment in Key Stages 1 and 2

All judgements made will be made 'in the present' linked to the Key Performance Indicators (Programmes of Study) that they have covered so far. Therefore, this system is both actual and predictive and should use the principles of 'best-fit', hence the working 'within' terminology during the year. Whether a judgement is made during the year or at the end of an academic year, the same terminology and shortened forms will be used to record attainment.

Where applicable, the Trust will follow the current national assessment arrangements for pupils working below the standard of the national curriculum assessments, including the use of the pre-key stage standards and, where appropriate, the engagement model.

Pre-Key Stage standards are for pupils who are working below the overall **standard** of national curriculum assessments, but who are engaged in subject-specific study. **Pre-Key Stage standards 1-4 relate to KS1 (and can be used by year 1 from the end of the Autumn term) with Pre-Key Stage standards 5 and 6 relating to KS2.**

Teachers are able to record individual children's assessments using Pre-Key Stage Standards on Arbor which will support the tracking and data analysis of those children with Special Educational Needs.

To summarise, the terminology in use is:

- Working at or within Greater Depth
- Working at or within the Expected Standard
- Working Towards the Expected Standard
- Working below their chronological year group, within the same Key Stage but on a previous year's key performance indicators.
- Working on Pre-key stage standards

Year 4 Multiplication Tables Checks (MTC)

The MTC is focused on the fluent recall of multiplication facts. This is included in the national curriculum (2014) statutory programme of study for mathematics at key stage 1 and key stage 2. This covers up to the twelve times tables.

The MTC is to be delivered as an online, on-screen digital assessment and should take pupils less than 5 minutes to complete. It will be automatically scored, and results will be available to schools once the assessment window closes.

5. Collecting and using data

The Trust's assessment cycle requires academies to record agreed assessment information at specified points during the academic year. The frequency, subjects and assessment measures are determined by the Trust assessment programme and are not intended to replicate statutory national assessment arrangements. The Trust uses Arbor to collect data termly for all subjects. This data is analysed by academy leaders and the Trust Central team.

The Trust requires all academies to use Arbor as its Trust-wide assessment information system. This is a Trust requirement and is not a statutory DfE assessment requirement. This enables standardised, comparable data across the Trust. Judgements are made each term on children's attainment and progress as per the Lighthouse Multi Academy Trust assessment programme. Arbor provides a range of reports to aid data analysis and enables us to access and analyse the data at academy, and Trust level, including by our trustees at each of those levels who provide scrutiny and challenge. It is expected that all academies will use the data reports produced by Arbor to fully analyse the academy's data and share the outcomes with a range of audiences. The assessment expectations and dates are shared annually with academy's.

SRP's and ARP's may use alternative assessments such as 'cherry Branches' to assess the pupils learning in small steps.

6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. The Lighthouse Multi Academy Trust recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class homework projects, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

See our Lighthouse Multi Academy Trust AI Policy for more information on how pupils can and cannot use AI.

7. Reporting to parents/carers

Academies will provide parents/carers with an annual report in accordance with the requirements applicable to the Trust, including relevant provisions in the Trust's funding agreement and current DfE statutory assessment and reporting arrangements.

Reports will provide parents/carers with clear information about their child's achievements, progress and attendance and will include statutory assessment outcomes where required.

We aim for information regarding their child's progress to be transparent for parents. Regular parent evenings provide an opportunity to share progress with parents and to identify areas for further support.

We aim to be approachable and transparent to parents and carers. Where staff are concerned about pupils' progress, they will contact parents to discuss how best to proceed. We expect much of this contact to be made through the class teacher, but we recognise that, in some cases, a member of the senior leadership team may need to become involved.

Parents/ carers will:

- Be invited to attend an Autumn Term and Spring Term Parents Meeting (10 minute session with Class Teacher)
- Be given an annual report which includes
 - Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
 - Comments on general progress
- Be notified of arrangements for discussing the annual report with their pupil's teacher
- Be given a copy of the pupil's attendance record for the academic year including:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- Be given a copy of the results of any public examinations taken, by subject and grade
 - RBA- Reception Baseline Assessment –within the first 6 weeks of Reception
 - EYFS Profile (EYFSP) – at the end of reception
 - Phonics Screening Check – Year 1, with a Year 2 resit where required
 - Multiplication Times Tables Check – Year 4
 - KS2 SAT's – at the end of Year 6 including:
 - Outcomes of statutory National Curriculum teacher assessments in English writing and science
 - The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
- Be notified where appropriate, why any National Curriculum test has not been taken
- Have available via the school website: comparative information about the attainment of pupils of the same age in the school and, in the core subjects, pupils of the same age nationally

8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will maintain high expectations for all pupils while recognising individual starting points, needs, reasonable adjustments and appropriate access arrangements. Assessment approaches will be adapted where necessary so that pupils can demonstrate what they know, understand and can do.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

9. Training

Our CPD programme ensures teachers are kept up to date with developments in assessment practice and can develop and improve their practice on a regular basis.

Our CPD programme aims to:

- Ensure a good understanding of assessment and assessment practice among all teachers.
- Trust Assessment Lead is responsible for ensuring staff have access to continuing professional development opportunities on assessment
- Stay abreast of good and evidence-informed assessment practice with the support of the Trust Central Team and other high-quality CPD utilising both internal and external expertise.

10. Roles and responsibilities

10.1 The board of trustees/ local governing

The board of trustees/ local governing is responsible for:

- Being familiar with statutory assessment systems, as well as how the Trusts/ academies own system of non-statutory assessment captures the attainment and progress of all pupils
- Providing appropriate oversight and challenge regarding pupil attainment, progress and outcomes, including consideration of assessment information provided through the Trust's reporting and accountability arrangements.
- Monitoring, through appropriate governance reporting, that academies are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the academies.

10.2 The CEO/Trust Central Team

The trust CEO/Trust Central Team is responsible for:

- Ensuring that academies within the trust adhere to this policy
- Monitoring standards, attainment, progress and assessment data across the Trust.
- Providing appropriate challenge and support to academy leaders in relation to assessment, attainment, progress and pupil outcomes.
- Identifying academies, phases, groups or areas of practice that require additional support and prioritising key actions to address underachievement or inconsistency.
- Ensuring that relevant assessment information is reported to the Board of Trustees through the Trust's established reporting and accountability arrangements.
- Supporting academy leaders to ensure that assessment, marking and feedback are conducted competently and confidently, including through appropriate training, professional development and moderation opportunities.
- Directors provide appropriate challenge, support and professional oversight to academies within their area of responsibility, including monitoring the implementation and impact of assessment arrangements.
- Ensuring that assessment practice is reviewed and evaluated across the Trust to promote consistency, accuracy and continuous improvement.

10.3 The Executive Headteacher/ Headteacher/ Head of School

The Executive Headteacher/ Headteacher/ Head of School is responsible for:

- Ensuring that this policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to the board of trustees/local governing body on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

10.4 Assessment lead

The assessment lead is responsible for:

- Supporting the Executive Headteacher/ Headteacher/ Head of School with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/phase leaders/subject coordinators on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

10.5 SENDCo

The Academy SENCo is responsible for:

- Ensuring all staff have access to the inclusion data and information they need to make an informed professional decision on the progress of pupils
- Organising and carrying out appropriate training with respect to SEND and inclusion for staff, so that they are able to ensure maximum progress for pupils of ages, abilities and levels
- Ensuring access arrangements are in place for all key assessments and examinations in accordance with the requirements and guidance applying to the particular assessment.

10.6 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10.7 Parents/ Carers

Parents and Carers are responsible for:

- Being actively involved in supporting their children's learning, including homework;
- Being aware of and contributing to the development of their children's PEP and the contribution that can be made from home to that PEP
- Providing conditions at home that are conducive to learning

11. Monitoring

This policy will be reviewed annually by the board of trustees/local governing body.

All teaching staff are expected to read and follow this policy. The Executive Headteacher/ Headteacher/ Head of School is responsible for ensuring that the policy is followed in each academy.

The Executive Headteacher/ Headteacher/ Head of School will monitor the effectiveness of assessment practices across the academy, through:

- Ensuring staff attend the Trust Moderation meetings
- Termly Pupil Progress Meetings
- Regular monitoring including:
 - Lesson visits
 - Book Trawls
 - Learning Walks

12. Links with other policies

This assessment policy is linked to our:

- Trust Curriculum Policy
- Trust Teaching and Learning Policy
- Academy Marking and Feedback Policy
- Trust Early Years Foundation Stage Policy and procedures
- Trust AI Policy

Appendix 1 In-academy Summative Assessment and National Summative Assessment

What is it? This is a snapshot testing which establishes what a child CAN do at a given time carried out and assessed within the academy.

Strategy	Purpose
Statutory Baseline Assessments: Reception Baseline Assessment (RBA) completed at the beginning of entry to the Foundation Stage using the nationally published test materials.	The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.
Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two. Pupils in Foundation are assessed throughout the year using the using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage At the end of Reception, teachers make a professional judgement for each child against the 17 Early Learning Goals (ELGs) across the seven areas of learning, in accordance with the current EYFS Profile Handbook. At the end of Year 1, pupils undertake the phonics screening check. At the end of Year 4, pupils undertake the Multiplication Tables check.	To provide a summative end of key stage attainment result. It is a national yardstick against which to compare children's performance. The purpose of the phonics screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. Children who have not reached this level should receive extra support from their school to ensure they can improve their decoding skills and will then have the opportunity to retake the phonics screening check. The multiplication tables check helps teachers understand which pupils know their times tables and it also helps schools identify if children may need additional support.
In-school Non-Statutory Tests: Commercially Produced Tests (e.g. RWI Spelling tests, end of unit quizzes, Maths half termly assessments etc...): Externally produced tests, purchased by schools, to be voluntarily administered.	To provide an opportunity for academies to keep track of pupils' progress and teachers' expectations, and to enable the academy to monitor progress through summative means at three different points in the year. It provides information to teachers, school leadership, parents and the next year's teaching team. To enable the academy to prioritise areas for improvement and direct resources appropriately. Enables moderation opportunity
Class Tests: Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests, prior learning quizzes, end of unit quizzes).	To improve pupils' skills and establish what they have remembered or learnt so far. To feed into future planning to support key skills.

End-of-Key-Stage Teacher Assessment: In Year 2 teachers decide a level for each pupil's attainment in the core subjects (reading, writing and maths), using the criteria of the end of key stage performance descriptors to make their professional judgements. In Year 6, teachers complete end of key stage writing assessments in preparation for transition into Y7. Pupils sit statutory tests in reading, maths and grammar, punctuation & spelling.	To provide information to parents and next phases of education. For government to ensure schools are meeting expectations and pupils are making expected progress.
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Appendix 2 Formative Assessment/Assessment For Learning

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

Strategy	Purpose
Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
Sharing learning objectives with pupils: Through the regular use of toolkits and writing ladders, pupils know and understand the learning objective for every task.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective. Encourages all pupils to believe they can succeed.
Marking & Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written.	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
Questioning: Rich question and answer sessions used throughout the lesson and carefully planned question stems used (linked to Blooms taxonomy).	Assesses knowledge, understanding and skills and identifies gaps or misconceptions. Ensures inclusion across all abilities.
Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing.	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.
Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.

Appendix 3: Overview of assessments

Assessment	Status	When
RBA	Statutory	Reception – first 6 weeks
EYFS Profile	Statutory	Reception – summer term
Phonics Screening Check	Statutory	Year 1
Phonics Screening Check	Statutory for eligible retake pupils	Year 2
KS1 tests	Optional	End of KS1
MTC	Statutory	Year 4
KS2 tests	Statutory	Year 6
KS2 English writing teacher assessment	Statutory	Year 6
KS2 science teacher assessment	Statutory	Year 6
NTS	Non-statutory / Trust assessment	Trust assessment cycle
Arbor termly assessments	Trust requirement	Trust assessment cycle