Ladygrove Primary School and Nursery

Assessment Policy

Reviewed September 2026

Next review September 2027

Vision

At Ladygrove Primary School and Nursery, assessment is an integral part of high-quality teaching. It is used to identify what pupils know, understand and can do; to address misconceptions and gaps; and to plan appropriate next steps. The most valuable assessment arises from ongoing dialogue, observation and interaction with pupils. Formal tests provide useful supporting information, but no pupil is judged on the outcome of a single test. Assessment should promote independence, creativity, confidence and a love of learning, while ensuring that pupils who need additional support or greater challenge receive it promptly.

Our assessment framework is aligned with the Early Years Foundation Stage statutory framework, the national curriculum and Ladygrove's curriculum. It supports secure progression in knowledge and skills and places emphasis on pupils knowing more, remembering more and applying their learning with increasing fluency and independence. Assessment information is used proportionately to support professional judgement, curriculum evaluation and school improvement.

We have agreed on the following principles as the basis of our assessment system:

• All forms of assessment should be used to improve teaching and learning,

• It needs to be simple to use and understand,

• Testing should be rigorous and reliable,

• Assessment should be underpinned by a knowledge of the curriculum,

• It should be used to inform planning and the delivery of the curriculum,

• It should help children to recognise their next steps in learning,

• It should generate no unnecessary paperwork/ additional workload that does not contribute to teaching and learning and therefore good progress for children,

• It needs to provide reliable information to parents about how their child is doing.

Aims

Our policy aims to:

• Provide clear guidelines on our approach to formative and summative assessment

• Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents

• Clearly set out how and when assessment practice will be monitored and evaluated.

• Achieve our assessment aims without adding any unnecessary workload to the staff at Ladygrove Primary School

Mental Health and Wellbeing

At Ladygrove, staff mental health, wellbeing and workload are important. Assessment and feedback practices must therefore be purposeful, proportionate and evidence-informed. Information is recorded only when it supports teaching, learning, communication or statutory requirements, and unnecessary duplication is avoided.

Assessment Approaches

Assessment is integral to teaching and learning and is closely connected to our curriculum. We use five complementary approaches: retrieval practice, day-to-day formative assessment, in-school summative assessment, nationally standardised and statutory assessment, and evaluative assessment. No single source of evidence is used in isolation.

Assessment Types We use a range of assessments:

• Retrieval practice – allowing children to demonstrate how much they know and understand
• Formative – informing the planning process of the next steps to learning
• Summative – measuring pupil performance and achievements at a particular stage
• Nationally standardised and statutory summative assessment – providing comparable information about attainment and progress and supporting evaluation against national expectations.
• Evaluative – making judgements about the effectiveness of learning and teaching

Retrieval

Retrieval practice helps pupils recall previously taught knowledge, strengthen connections between concepts and apply learning in new contexts. Teachers use retrieval activities diagnostically: responses inform immediate explanation, adaptation, practice and future planning rather than being treated simply as tests. Examples include:

- My marvellous memory
- My Marvellous mind
- Flashbacks
- End of topic quizzes
- Questioning
- Mind-Maps

In-school Formative Assessment

At Ladygrove, formative assessment is used to inform teaching and learning and to identify pupils' gaps and misconceptions. Learning can then be tailored to meet the needs of each child, no matter what their attainment. Pupils have regular opportunities to engage in formative assessment and demonstrate their learning in a variety of ways.

Effective in-school 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 to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

For example:

- Questions and answer sessions during class,
- Entry tasks to revisit prior learning and exit tasks to check understanding and identify next steps
- Marking of pupils' work and feedback of strengths and areas of development,
- Observational assessment,
- Scanning pupils' work for attainment and development,
- Assessing pupils' understanding of concepts, so any gaps or misconceptions are addressed,
- Sharing learning challenges with pupils,
- Helping pupils know and recognise the standards to aim for,
- Believing that every pupil can improve in comparison with previous achievements,
- Both the teacher and pupils reviewing and reflecting on pupils' performance and progress,
- Pupils learning self-assessment techniques to discover areas they need to improve,

- Recognising that both motivation and self-esteem can be increased by effective feedback and praise

In-school Summative Assessment

Effective in-school summative assessment enables:

- Senior 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 to stay informed about the achievement, progress and wider outcomes of their child across a period.

For example:
End of year tests,

- Writing – Chance to Shine pieces of work completed at the end of a teaching genre
- Termly NFER Reading tests
- Termly NFER grammar, punctuation and spelling assessments
- White Rose Hub Maths Termly assessments
- Weekly spelling tests
- Half Termly Phonic Screening tests in Year 1
- Times Table tests
- Mental Arithmetic tests

Read Write Inc Assessment

Pupils are assessed at appropriate points, usually every six weeks, so that Read Write Inc. teaching groups remain closely matched to their developing phonic knowledge. Outcomes inform teaching, regrouping and timely intervention for pupils who are not on track.

In Year 1, practice materials may be used proportionately to familiarise pupils with the format of the statutory phonics screening check and to identify gaps requiring further teaching.

Nationally standardised summative assessment
Nationally standardised summative assessment enables:

- School 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 to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Reception Baseline Assessment, completed within the first six weeks of a pupil starting Reception
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonic screening check in Year 1
- Phonics Screen re-test – for children in Year 2 who did not meet the expected standard

- End of Key Stage 1 teacher assessment, supported by optional national curriculum tests where the school chooses to use them, and statutory Key Stage 2 tests and teacher assessment in Year 6
- Multiplication check (year 4)

Collecting and Using Data

How is the data recorded?

Pupil attainment and progress information is recorded termly in Sonar as part of the school's ongoing cycle of assessment, review and improvement. Teachers draw on a range of evidence, including day-to-day assessment, pupils' independent work, curriculum checks and standardised assessments. Records are concise, accurate and updated in line with the school assessment calendar.

Where appropriate, Sonar records raw or standardised scores alongside the school's agreed curriculum judgement codes. Test outcomes support, but do not replace, teachers' professional judgements.
The codes for these are listed below:

In Early Years Codes

N1 B	0-3 Below
N1 JA	0-3 Just At
N1 At	0-3 At
N1 Ab	0-3 Above
N2 B	3&4 Below
N2 JA	3&4 Just At
N2 At	3&4 At
N2 Ab	3&4 Above
R B	Reception Below
R JA	Reception Just At
R At	Reception At
R Ab	Reception Above

Year 1 – Year 6

Working towards – WTS
Working towards but very close to being expected – WTS+
Expected – EXS
Expected but very close to being greater depth – EXS+
Greater Depth- GDS

(See Appendix 2 for further codes)

Strong Foundations

Assessment in Nursery, Reception and Key Stage 1 gives particular attention to the secure foundations that underpin later learning, including communication and language, early reading and phonics, writing, number and wider personal development. Staff use observation, interaction, independent work and carefully chosen checks to identify what pupils can do, what they need to practise and whether additional support is required. Information is shared promptly at transition points so that teaching builds effectively on prior learning.

How is the data collected?

The school uses a proportionate range of assessment materials to support teachers' judgements about attainment and progress. The principal materials currently used are summarised below. Resources may be amended when curriculum or statutory requirements change, following review by subject and senior leaders.

	Reading	Writing	Maths	GPS	Phonics
Reception	Read Write Inc	Independent writing	Independent work and observations	Independent writing	Read Write Inc
Year 1	Read Write Inc NFER reading from the spring term	Teacher judgement of independent writing	White Rose termly assessments	Teacher judgement using evidence from independent writing	Read Write Inc and the statutory Year 1 phonics screening check
Year 2	Read Write Inc and NFER reading assessments	Teacher judgement of independent writing	White Rose termly assessments and optional national curriculum materials where useful	NFER GPS assessments and evidence from independent writing	Read Write Inc and the statutory phonics recheck for eligible pupils
Year 3	NFER tests	Teacher judgement of independent writing	White Rose termly assessments Year 4 style Times Tables Screen materials	NFER SPAG assessments, teacher assessments of independent writing	Read Write Inc and past phonic screenings (if required) 2017-2022
Year 4	NFER tests	Teacher judgement of independent writing	White Rose termly assessments Year 4 style Times Tables Screen materials	NFER SPAG assessments, teacher assessments of independent writing	Read Write Inc and past phonic screenings (if required) 2017-2022
Year 5	NFER tests	Teacher judgement of independent writing	White Rose termly assessments	NFER SPAG assessments, teacher assessments of independent writing	Read Write Inc and past phonic screenings (if required) 2017-2022
Year 6	National SATS papers	Teacher judgement of independent writing	White Rose termly assessments and National SATS papers	NFER SPAG tests, teacher assessments of independent writing and	Read Write Inc and past phonic screenings (if required) 2017-2022

				national SATS papers	

How are standardised tests used?

Ladygrove Primary School and Nursery NFER Standardised Scores				
Below 80	**80–99**	**100-105**	**106-110**	**111+**
Working below Age Related Standard	**Working towards Age Related Standards**	**Working at Age Related Standards**	**Working towards Greater Depth Standards**	**Working at Greater Depth standards**

Standardised scores are interpreted carefully and alongside wider evidence. They may help identify patterns, strengths and gaps, but they do not automatically determine a curriculum judgement. Teachers consider the testing conditions, the pupil's usual performance, question-level information, independent work and any relevant additional needs before deciding appropriate next steps.

Teachers record agreed termly judgements in Sonar. Where useful, question-level analysis from standardised assessments is used to identify common misconceptions and curriculum gaps. Leaders and teachers use this information to adapt teaching, plan intervention or extension, and evaluate whether subsequent action has had the intended impact.

How are assessments used by governors?

The governing body oversees this policy and receives clear, appropriately anonymised information about attainment, progress, the quality of education and the impact of support for key pupil groups. Governors challenge and support leaders, ensure statutory duties are met and consider assessment information alongside curriculum, attendance, safeguarding and wider evidence. Governors do not use data to make judgements about individual pupils or staff.

How does the senior leadership team use assessments?

Senior leaders establish a coherent assessment approach, ensure statutory assessments are administered correctly, maintain manageable systems and support teachers to make secure judgements. They analyse patterns across cohorts and groups, test hypotheses against wider evidence, agree actions, monitor impact and report appropriately to governors. The assessment leader coordinates the assessment calendar, Sonar arrangements, moderation, staff guidance and evaluation of this policy.

How are assessments used by teachers?

Teachers use assessment to adapt teaching in the moment and over time. They identify what pupils have understood, address misconceptions, provide feedback, plan purposeful practice and decide when pupils need support or greater challenge. Judgements are based on a range of evidence and are recorded accurately at the agreed points. Teachers communicate relevant information to pupils, parents, colleagues and leaders while maintaining confidentiality.

If children have barriers to their learning and progress, interventions will be put into place. These interventions, which are monitored for impact regularly, are woven into our practice to ensure that pupils falling behind their peers receive targeted support in reading, writing and maths.

Before a targeted intervention begins, its intended outcome, starting point and success criteria are identified. Progress is reviewed at planned intervals using suitable pre- and post-intervention evidence. Provision is continued, adapted or stopped according to its impact and the pupil's current needs.

The data and the steps taken by the class teacher are then shared with SLT and team leaders through pupil progress meetings.

How is data used by teaching assistants?

Teaching assistants use questioning, observation and feedback to support learning and identify barriers. They share relevant information with the class teacher and contribute evidence about the impact of interventions. The teacher remains responsible for assessment judgements and for adapting teaching.

How do we use the engagement model as a school?

The engagement model is used for pupils working below the national curriculum assessment standards who are not yet engaged in subject-specific study. It complements, rather than replaces, high-quality curriculum planning and the school's wider assessment and recording arrangements. Staff assess engagement across the five recognised areas of exploration, realisation, anticipation, persistence and initiation. This information is used to understand how a pupil responds to learning and whether teaching, support and provision are helping the pupil make progress. Its use is agreed with the SENCO and reviewed regularly.
(see appendix 1 for engagement model)

What interventions do we use in school?

Pupils who achieve all of the objectives are challenged further to apply their knowledge deeply in different contexts. Children who have not understood the skills taught or are not attaining are provided with research based and school evidence-based interventions to raise attainment.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Time to talk	Time to talk	Speed reading Speed Spelling		Precision Reading	Fresh Start (RWI) Precision Reading	Fresh Start (RWI) Precision Reading	Fresh Start (RWI) Precision Reading
English	Time to talk Early talk boost	NELI Listen with Lucy Colourful Semantics Stoke Speaks	Teacher tailored interventions Colourful semantics	Teacher tailored interventions Colourful semantics	Teacher tailored interventions Colourful semantics Snip Spelling Literacy Pathway	Teacher tailored interventions Colourful semantics Snip Spelling Literacy Pathway	Teacher tailored interventions Colourful semantics Snip Spelling Literacy Pathway	Teacher tailored interventions Colourful semantics Snip Spelling Literacy Pathway
Maths	Maths Champions	Maths champions	IDL Numbots Teacher tailored	IDL Numbots Teacher tailored	IDL Numbots Teacher tailored	IDL Numbots Teacher tailored	IDL Numbots Teacher tailored	IDL Numbots Teacher tailored

			interventions First class number	interventions First class number	interventions Number stacks Power of 2	interventions Number stacks Power of 2	interventions Number stacks Power of 2	interventions Number stacks Power of 2
SPAG			Teacher tailored interventions	Teacher tailored interventions	Teacher tailored interventions	Teacher tailored interventions	Teacher tailored interventions	Teacher tailored interventions
Phonics	Listen with Lucy	Listen with Lucy NELI	Read Write Inc targeted to missing phonemes	Read Write Inc targeted to missing phonemes	Read Write Inc targeted to missing	Fresh Start (RWI)	Fresh Start (RWI)	Fresh Start (RWI)
Speech and Language	Time to talk Contrastive pairs Objects of reference	Neli Listen with Lucy Stoke Speaks Contrastive pairs Objects of reference	KS1 Talk Boost Personalised sound sessions Contrasting pairs	KS1 Talk Boost Personalised sound sessions Contrasting pairs	KS2 Talk Boost Personalised sound sessions	KS2 Talk Boost Personalised sound sessions	KS2 Talk Boost Personalised sound sessions	KS2 Talk Boost Personalised sound sessions
Fine and gross motor skills	Write Dance Dough Disco Continuous Provision	Write Dance Dough Disco Continuous Provision	Write Dance Dough Disco	Write Dance	Write Dance	Write Dance	Write Dance	Write Dance

How is the data used by SLT and team leaders?

The assessment leader, senior leadership team and team leaders analyse attainment and progress for cohorts and relevant pupil groups, including pupils eligible for pupil premium, pupils with SEND, pupils who speak English as an additional language and pupils with different prior attainment. Data is considered alongside curriculum evidence, attendance, mobility, safeguarding and contextual information so that conclusions are fair and actions are well founded. A concise assessment summary and the impact of agreed actions are shared with governors each term.

Target setting

How do we set targets?

Teachers establish starting points from transition information, baseline evidence and current classroom assessment. Ambitious expectations are set for all pupils, but numerical targets are not allowed to narrow the curriculum or cap achievement. Teachers and leaders review agreed milestones during pupil progress meetings and adjust provision when pupils are not on track or are ready for greater challenge. Pupil-facing next steps are specific, understandable and linked to current learning.

Accuracy of Data

How is data moderated?

Moderation takes place regularly within phases, across phases and, where appropriate, with local partner schools. Staff compare independent evidence with the relevant curriculum expectations, EYFS Profile exemplification or current statutory teacher assessment frameworks. The purpose is to develop shared understanding, check consistency and improve teaching. Reception and Year 6 teachers complete statutory teacher assessment requirements, and Year 2 teacher assessment is supported by optional Key Stage 1 materials where the school chooses to use them. The school participates in local authority moderation when selected or required.

Moderation decisions are recorded proportionately, and any agreed actions are followed up by the assessment or subject leader. Standardisation and moderation support professional judgement; they do not create unnecessary evidence solely for external scrutiny.

How is data and assessment for learning used by pupils?

Pupils are active participants in assessment. Teachers make learning intentions and expectations clear, use age-appropriate success criteria and provide opportunities for pupils to explain their thinking, respond to feedback and improve their work. Pupils are taught how to reflect honestly on what they know, identify misconceptions and articulate a manageable next step. Self- and peer-assessment are used when they add value and are carefully modelled so feedback remains kind, specific and useful.

- Pupils revisit and retrieve prior learning regularly.
- Pupils receive timely feedback that helps them improve.
- Pupils are encouraged to ask questions and seek clarification.
- Pupil voice contributes to evaluating curriculum impact and the accessibility of learning.

How and when is data shared with parents?

Parents and carers receive clear information about their child's attainment, progress, strengths and next steps through parent consultations, informal communications where appropriate and the annual written report. Statutory assessment outcomes are reported in accordance with current requirements. Families may request a discussion at other points in the year, and teachers contact parents promptly when assessment indicates an emerging concern or a significant change in provision.

Autumn and spring terms: parent consultations, Welcome Wednesdays and planned drop-in opportunities.
Summer term: annual written report and an opportunity for parents and carers to discuss the report.

Routine test information is shared when it is meaningful and supports parents to understand or help with learning. If there are concerns about a pupil's attainment or progress, the class teacher discusses these with parents and, where appropriate, the SENCO, so that next steps and support can be agreed.

In EYFS and Key Stage 1, Read Write Inc. progress is communicated in a timely, accessible way, including the pupil's current learning focus and practical guidance where home support would be helpful.

Assessment Calendar

When do we assess the children?

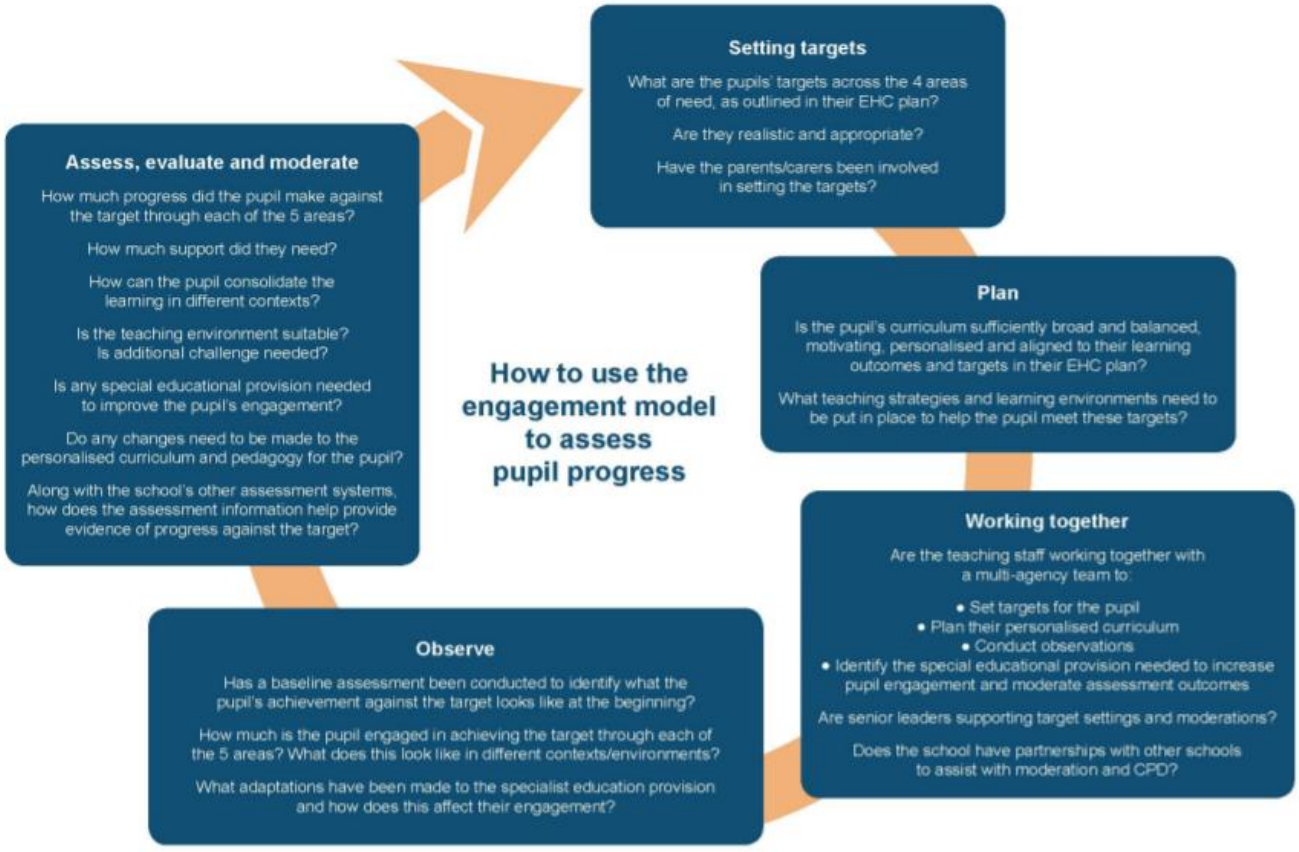
Assessment is continuous. Formal assessment points are planned carefully so that they support teaching and statutory duties without creating unnecessary workload or placing avoidable pressure on pupils. The detailed internal calendar is reviewed annually. Statutory windows and deadlines are checked each year against the latest Standards and Testing Agency and Department for Education guidance.

Assessment or activity	Typical timing	Purpose and notes
Reception Baseline Assessment	Within the first six weeks of a pupil starting Reception	Statutory baseline administered in line with current national guidance.
Read Write Inc. assessment	Usually every six weeks	Informs grouping, teaching and intervention.
Whole-school summative assessment points	Termly, according to the internal calendar	Includes agreed reading, mathematics and GPS assessments and independent writing judgements where appropriate.
EYFS Profile	Completed in the summer term	Statutory end-of-Reception assessment and reporting.
Year 1 phonics screening check and Year 2 rechecks	During the statutory summer window	Administered and reported in line with current guidance.
Year 4 Multiplication Tables Check	During the statutory summer window	Administered in accordance with current guidance.
Key Stage 2 national curriculum tests and teacher assessment	During statutory Year 6 windows and deadlines	Includes national tests and required teacher assessment judgements.
Key Stage 1 assessment	As determined by the school	Teacher assessment is informed by the wider evidence base; optional national materials may be used where helpful.
Pupil progress meetings and moderation	Termly and at additional agreed points	Reviews provision, groups, progress, judgement accuracy and agreed actions.

Policy- Document Status			
Date of Policy Creation	**September 2024 – reviewed every year annually**	**Named Responsibility**	Stuart Clarke
Date of review completion	**September 2026**	**Named Responsibility**	Kirsty Stewart
Inception of new Policy	**September 2026**	**Named Responsibility**	Full Governing Body
Date of Policy Adoption by Governing Body		**October 2026**	

Appendix 1

Figure 1: how to use the engagement model to assess pupils



Appendix 2

EAL1 EAL2 EAL3 EAL4 EAL5 EAL6

EAL7 EN P1I P1II P2I P2II P3I

P3II P4 P5 P6 P7 P8 PK1

PK2 PK3 PK4 PK5 PK6 0WTS

0EXS 0GDS 1WTS 1EXS 1GDS WTS

EXS GDS 3WTS 3EXS 3GDS 4WTS

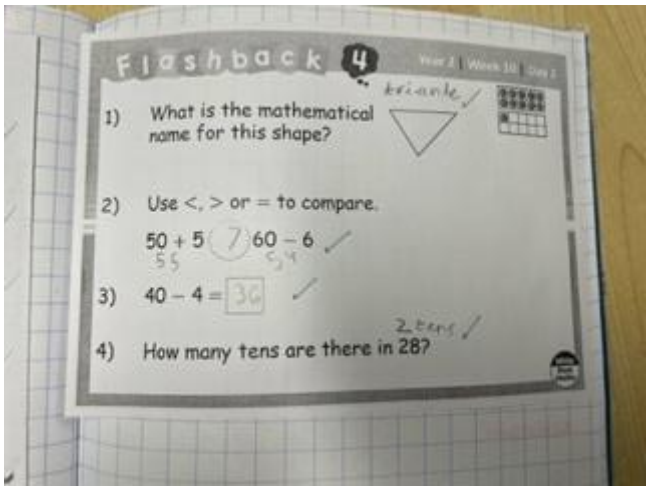
4EXS 4GDS 5WTS 5EXS 5GDS 6WTS

6EXS 6GDS

If a pupil is working securely within an earlier year group's curriculum, this is recorded in Sonar using the year prefix and the agreed judgement code. For example, a Year 3 pupil working at the Year 2 expected standard is recorded as 2EXS; a Year 3 pupil working towards the Year 2 standard is recorded as 2WTS. Such codes should be supported by precise information about the curriculum knowledge and skills the pupil has secured and the next steps required.

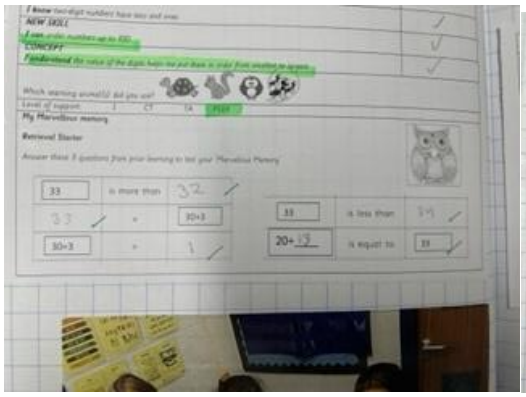
Examples of retrieval practice

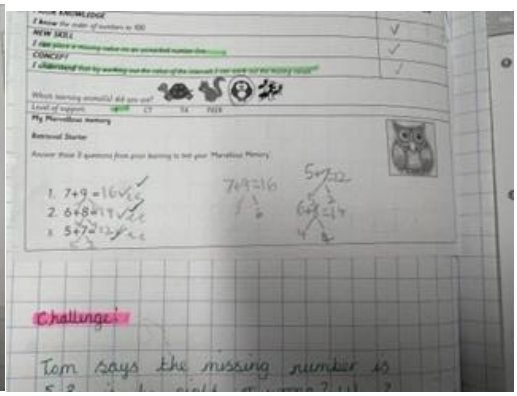
Flashbacks



Flashbacks give pupils regular opportunities to recall and apply previously taught knowledge. Teachers discuss the strategies pupils have used and revisit learning when responses reveal misconceptions or insecure understanding.

My Marvellous Memory

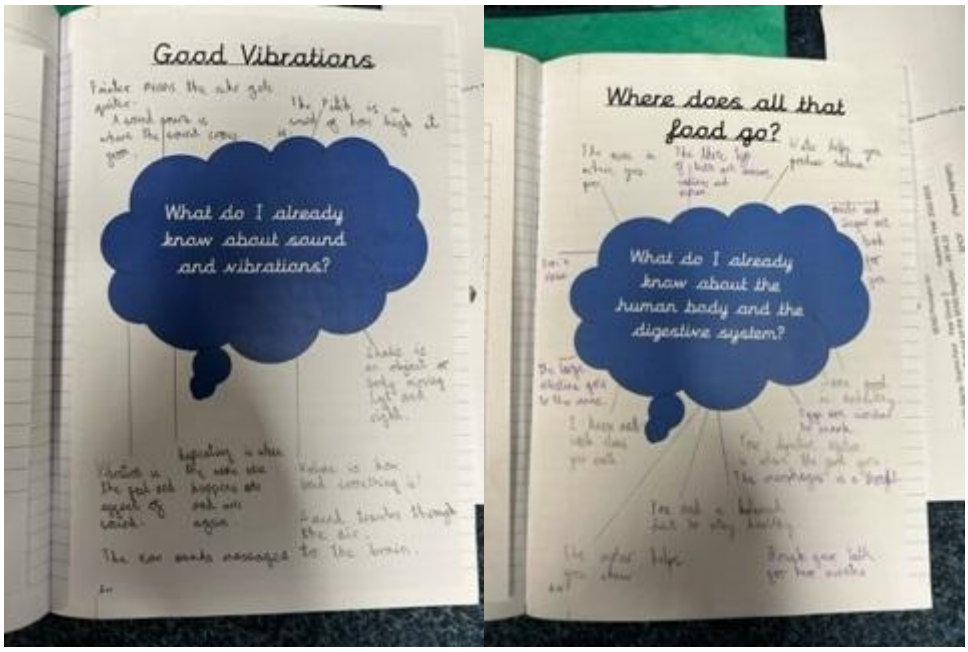




Across the curriculum, My Marvellous Memory is used to revisit important previously taught concepts through three to five carefully chosen questions. Responses help teachers identify secure knowledge, misconceptions and content that requires further practice.

Mind-maps

Mind maps are used, particularly in Key Stage 2, to help pupils demonstrate prior knowledge and show how their understanding develops across a unit. Teachers use them to identify connections, misconceptions and areas requiring further teaching.



My Marvellous Mind

My Marvellous Mind is used to prompt pupils to recall key knowledge, vocabulary and connections from previous learning. Teachers use pupils' responses to identify secure understanding, address misconceptions and decide what needs to be revisited or practised further.