

Applecroft School



Assessment Policy

Person Responsible:	Deputy Headteacher
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Assessment Policy

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life'.

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'.

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience

"Assessment is indeed the bridge between teaching and learning," Dylan Williams.

2) The Purpose of Assessment at Applecroft

This policy outlines the purpose, nature and management of assessment at Applecroft School. Assessment is at the heart of the school's curriculum extending, challenging and supporting the teaching and learning; it plays an integral part in each teacher's planning, which includes the evaluation of current practice as well as pupil achievement. Precise formative assessment is an essential part of teaching and learning to ensure all children receive a high-quality curriculum provision adapted to the needs of all pupils and enabling them to reach their potential. It provides a whole school framework to inform:

- school improvement;
- the planning of learning and teaching;
- children's next steps in learning;
- resources and support including scaffolds for individuals and groups.

3) Key Aims

- To monitor, enhance progress and support learning
- To be diagnostic, provide forensic analysis which informs planning and identifies pupils' strengths and areas for development
- To enable children to become reflective, resilient and independent learners
- To recognise and celebrate the achievements of children and identify and communicate through precise whole class, group and individual learning conversations insightful feedback.

- To guide the planning of learning and teaching, additional support/scaffolds, curriculum development and resources.
- To communicate the children's progress and achievement to parents, carers, governors and the wider community.
- To provide precise assessment information to ensure continuity when children transition to year groups or change school
- To comply with statutory requirements.

4) Types of assessment at Applecroft:

1. **Formative assessment or assessment for learning** is the daily, ongoing and dynamic assessment carried out in the classroom through questioning, observation, learning conversations, self and peer assessment, feedback and marking. At the start of each lesson pupils CONNECT to prior learning (Retrieval) and at the end of lessons there are opportunities for Cumulative quizzes which reinforces learning
2. **Summative assessments** are carried out termly, in years 1-6 for Reading, Writing and Maths. Children are assessed as working towards, at or above the expected standard. For children working below age related expectations the Pre-Key stage Standards will be used - links below:

Key Stage 1: <https://www.gov.uk/government/publications/pre-key-stage-1-standards>

Key Stage 2: <https://www.gov.uk/government/publications/pre-key-stage-2-standards>

Little Wandle Phonics Assessments take place at key points of the year from Reception to year 2 and for those children who aren't secure in their knowledge. Literacy Gold assessments for reading and speed take place termly in years 4-6.

3. **Nationally standardised summative assessments.**

5) Early Years:

Reception children are assessed on entry using the government's baseline assessment within the first 6 weeks of their time in school. The school then creates their own baseline assessment based on the GLD tracker. This is updated termly. On-going formative assessment is at the heart of effective early years practice. Children are assessed in the nursery and reception classes using the Early Years Outcomes. Assessments are based on information gathered from children, parents, staff, observations and small group and individual assessments. Staff record each child's progress through an individual assessment profile and maintain a Learning Journal on Tapestry, an online platform that enables both staff and parents/carers to contribute. The Learning Journal captures examples of learning, photographs and observations,

providing a rich record of each child's achievements, development and progress over time.

These judgements are based on 17 early learning goals (ELG) and given a level of 1 (emerging) or 2 (expected) for each.

By the end of the Reception year a judgement is made if children are considered to have made a good level of development if they have a level 2 in all of the prime areas of learning.

Children are also screened on entry to both EYFS year groups using a Wellcomm toolkit which screens for difficulties with expressive and receptive language.

Appropriate interventions are then provided for a child who is not demonstrating age-related language skills.

Year 1:

The Phonics Screening Check (PSC) is administered internally by the class teachers. These results are submitted to the Local Authority and reported to parents / carers. There are regular assessment points throughout the year to track children's progress

6) National Curriculum Assessment Years 1-6

Termly assessment of children's attainment and progress in reading, writing and maths is carried out using NFER tests. These assessments offer age appropriate level of challenge and reflect the style and format of the national curriculum tests to help build pupils' familiarity with more formal assessments. Assessment information is used to inform planning and to identify children who may need extra support. Summative assessments are recorded on Arbor and uploaded to INSIGHT. These assessments contribute to Pupil Progress meeting discussions and informs school improvement planning.

Year 4 Multiplication Tables Check (MTC):

This check is administered internally. These results are then reported to the local authority. There are regular assessment points throughout the year to track children's progress.

These will be carried out in the month of June.

National Key Stage 2 Assessments

At the end of Year 6, pupils will be given assessments in reading, writing, mathematics and science and are reported to parents / carers. Pupils will be assessed against criteria under the following headings:

- Working below, working at or working at greater depth of the expected standard. In science it is either has not met or expected standard.

The pupils will also sit tests which consist of:

English Reading Paper 1 – reading and answer booklet
English grammar, punctuation and spelling Paper 1
English grammar, punctuation and spelling Paper 2
Mathematics Paper 1 – arithmetic
Mathematics Paper 2 – reasoning
Mathematics paper 3 – reasoning

These will be carried out in the month of May.

7) Assessment for Learning

Formative Assessment or Assessment for Learning is at the heart of our practice at Applecroft and involves the following key principles:

- Actively involving children in their own learning
- Provide effective and precise feedback to children
- Develop children as reflective and independent learners, able to assess themselves and to understand how to improve
- Adjust teaching and learning to take account of a variety of assessments
- Recognise the profound influence assessment has on the motivation and self-esteem of children, both of which are crucial to learning.

A range of day to day assessment strategies are used, both planned and ad hoc, to allow children's learning to be continually assessed and to enable children to engage with precise feedback. Teachers will know where each child is in their learning and will plan and adjust learning so every child can make progress. The learning objective or question is shared and understood, as well as the steps to success required to meet the objective / question. Children will be involved in understanding how and what they have learned. Clear feedback will be shared and opportunities to reflect, improve and recognise the next steps in their learning. Self-assessment, peer assessment and co-operative improvement will be used in age appropriate ways to develop reflective, evaluative and independent learners.

Each term pupil progress meetings and pupils who are working below age related expectations take place to assess their progress.

8) Feedback and Marking

Regular feedback allows teachers to understand individual needs and abilities within the class and helps children to make progress. It provides teachers with information to adjust planning appropriately. Feedback is often given in the lesson and as immediately as possible including small group or individual learning conversations.

Feedback will also take the form of occasional written comments and marking symbols as indicated in the school's Feedback policy. Children are given time to read, reflect and review their work following any in depth marking. Children are also encouraged to

self-assess when they have finished their work to show their level of understanding. They are encouraged to use a purple pen to edit their work and to respond to teachers' comments. We want children to be active participants in the marking and feedback process and develop reflective and evaluative ownership of their learning. Staff should refer to the following documents in school for additional support and guidance:

Feedback Policy

Curriculum, Learning & Teaching Policy

Applecroft Assessment Cycle 2026-27 - see Appendix 1

Visual Marking Code (Poster displayed in classroom)

Early Years Outcomes (DfE)

Early Years Foundation Stage Profile (DfE)

Wellcomm toolkit - GL assessment

Teacher Assessment Framework for Key Stage 2 (DfE)

Assessment and Reporting Arrangements for relevant statutory assessments (DfE)

Appendix 1: Applecroft School Assessment Cycle

Applecroft School Assessment Cycle

APPLECROFT SCHOOL ASSESSMENT 2026-27				
KEY ASPECTS OF ASSESSMENT FOR ALL CLASSROOM TEACHING				
Assessment Activity	Purpose	Frequency /Timing	Tools	Teacher Workload
Formative Techniques (Assessment for Learning) including: • Questioning (activating prior learning), • Discussion • Observation • Feedback • Marking (whole class, individual)	• Establish prior knowledge to inform planning • Identify and address misconceptions • Support and enable progress with the current are of learning	Every day - an integral part of teaching and learning	Use of PPA Time to discuss pupil progress and plan learning with year group team. Staff Meetings Curriculum Subject leader / Phase Leader support External Moderation Clusters HfL Assessment Team Adviser Support	Feedback and Marking Policy reduces the time spent on written comments and more in class feedback - see 'Feedback Policy'

• Self and peer assessment • Co-operative improvement				
Assessment Tests	To check whether concepts taught have become embedded within long term memory To inform planning / revisiting where necessary To identify and target individual / groups for interventions / tutoring	Termly As required e.g. at the end of a unit / sequence of teaching	NFER Independent Writing (HfL TAFs to support) Reading Assessment Tasks e.g. optional tests, guided or shared reading	Marking of the tests
Comparison against exemplification pieces	To ensure a consistent view of standards and ensure accuracy of teacher assessment	KS2 - termly local authority cluster meetings Staff Meetings	HfL exemplification of writing	Time out of class Staff meeting designated time PPA Time

Pupil Progress Meetings including attainment		For Senior Leaders to discuss with teachers specific children presenting a cause for concern (either based on attainment or progress) and explore strategies to support learning	Termly - 1 hour meetings per class	Based on teacher's knowledge drawn from ongoing formative assessment, HfL criteria and tracking data	Two hours for the meeting; Preparation time
Tracking of Broad summative categories e.g. which children have secured curriculum expectations of their year group / within but not yet secure etc.		It allows all staff to track pupil data effortlessly, providing clear accessible insights into pupil attainment and progress. This enables staff to understand the needs of our school and identify any gaps in learning.	Termly	Easy Tracker	'Light touch'; drawing on teacher's ongoing knowledge from formative assessment and Pupil Progress Meetings
AUTUMN TERM		AUTUMN TERM	SPRING TERM	SPRING TERM	SUMMER TERM
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1
N					
R	Baseline Entry assessments (STA) by the end of half term	Term 1 assessments Early Years Outcomes (December) using GLD tracker	'Little Wandle' Phonics Assessment	Term 2 assessments Early Years Outcomes (March) using GLD tracker	'Little Wandle' Phonics Assessment
					Term 1 assessments Early Years Outcomes (June) using GLD tracker

	'Little Wandle' Phonics Assessment	'Little Wandle' Phonics Assessment		'Little Wandle' Phonics Assessment		'Little Wandle' Phonics Assessment
1	'Little Wandle' Phonics Assessment	'Little Wandle' Phonics Assessment	'Little Wandle' Phonics Assessment	'Little Wandle' Phonics Assessment	'Little Wandle' Phonics Assessment	Phonics Screening Check (June)
	Individual Learning Plans (ILP) - Targets set	Individual Learning Plans - targets reviewed Writing Moderation	Writing Moderation	Individual Learning Plans - targets reviewed Writing Moderation	Writing Moderation NFER Tests, Maths, Reading	NFER Tests, Maths, Reading Individual Learning Plans - end of year review Writing Moderation
2	'Little Wandle' Phonics Assessment	'Little Wandle' Phonics Assessment	'Little Wandle' Phonics Assessment	'Little Wandle' Phonics Assessment	'Little Wandle' Phonics Assessment	'Little Wandle' Phonics Assessment
	Individual Learning Plans (ILP) - Targets set Writing Moderation	Individual Learning Plans - targets reviewed Writing Moderation	Writing Moderation NFER Tests, Maths, Reading	Individual Learning Plans - targets reviewed Writing Moderation	Writing Moderation NFER Tests, Maths, Reading	Phonics Screening Check Optional SATs Tests, Maths, Reading

						Individual Learning Plans - end of year review Writing Moderation
3	'Little Wandle' Phonics Assessment if required Individual Learning Plans (ILP) - Targets set Writing Moderation	Individual Learning Plans - targets reviewed Writing Moderation Times Tables Assessments	Writing Moderation NFER Tests, Maths, Reading	Individual Learning Plans - targets reviewed Writing Moderation Times Tables Assessments	Writing Moderation NFER Tests, Maths, Reading	NFER Tests, Maths, Reading Individual Learning Plans - end of year review Writing Moderation Times Tables Assessments
4	Individual Learning Plans (ILP) - Targets set Writing Moderation Reading & Speed Assessments	Individual Learning Plans - targets reviewed Writing Moderation FFT Reading & Fluency Assessments Times Tables Assessments	Writing Moderation FFT Reading & Fluency Assessments NFER Tests, Maths, Reading Times Tables Assessments	Individual Learning Plans - targets reviewed Writing Moderation FFT Reading & Fluency Assessments Times Tables Assessments	Writing Moderation FFT Reading & Fluency Assessments NFER Tests, Maths, Reading Times Tables Assessments	Individual Learning Plans - end of year review NFER Tests, Maths, Reading Writing Moderation FFT Reading & Fluency Assessments

5	Writing Moderation	Writing Moderation	Writing Moderation	Writing Moderation	Writing Moderation	Writing Moderation
	Individual Learning Plans (ILP) - Targets set	Individual Learning Plans (ILP) - Targets reviewed	Individual Learning Plans (ILP) - Targets set	Individual Learning Plans (ILP) - Targets set	Individual Learning Plans (ILP) - Targets reviewed	Individual Learning Plans (ILP) - End of Year Review
	FFT Reading & Fluency Assessments	FFT Reading & Fluency Assessments	FFT Reading & Fluency Assessments	FFT Reading & Fluency Assessments	FFT Reading & Fluency Assessments	NFER Tests, Maths, Reading
			NFER Tests, Maths, Reading		NFER Tests, Maths, Reading	FFT Reading & Fluency Assessments
6	Writing Moderation	Writing Moderation	Writing Moderation	Writing Moderation	Writing Moderation	Individual Learning Plans (ILP) - End of Year Review
	Individual Learning Plans (ILP) - Targets set	Y6 SATS Papers Reading, SPAG, Maths	Y6 SATS Papers Reading, SPAG, Maths	Y6 SATS Papers Reading, SPAG, Maths	Y6 SATS Reading, Maths, SPAG (May)	
	FFT Reading & Fluency Assessments	Individual Learning Plans (ILP) - Targets reviewed	FFT Reading & Fluency Assessments	Individual Learning Plans (ILP) - Targets reviewed		
		FFT Reading & Fluency Assessments		FFT Reading & Fluency Assessments		

Key Dates	Reception Baseline Data submitted to the government - October		All Assessment data on Arbor for all year groups - January		All Assessment data on Arbor for all year groups - April	Statutory assessments completed and submitted EYFS, Phonics, Y4 MTC, Y6 SATs
	Y4-6 GLD Assessment on Arbor		January Pupil Progress Meetings		April Pupil Progress meetings	All Assessment data on Arbor for all year groups - late June for September Pupil Progress Meeting