

Applecroft School



Assessment Policy

Person Responsible:	Deputy Headteacher
Review Cycle:	Annual
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Review Date:	September 2026

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 will add information to an assessment profile for each individual and complete a learning journals on Tapestry, an online tool both staff and parents/ carers can feed into of progress and achievement which contains examples of learning, photos and comments. 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 may be 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.

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 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.

Year 4 Multiplication Tables Check (MTC):

This check is administered internally. These results are then reported to the local authority. 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 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 2025-26 - 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 2025-26				
KEY ASPECTS OF ASSESSMENT FOR ALL CLASSROOM TEACHING				
Assessment Activity	Purpose	Frequency /Timing	Tools	Teacher Workload
<p>Formative Techniques (Assessment for Learning) including:</p> <ul style="list-style-type: none"> • Questioning (activating prior learning), • Discussion • Observation • Feedback • Marking (whole class, individual) • Self and peer assessment 	<ul style="list-style-type: none"> • Establish prior knowledge to inform planning • Identify and address misconceptions • Support and enable progress with the current are of learning 	<p>Every day - an integral part of teaching and learning</p>	<p>Use of PPA Time to discuss pupil progress and plan learning with year group team.</p> <p>Staff Meetings</p> <p>Curriculum Subject leader / Phase Leader support</p> <p>External Moderation Clusters</p> <p>HfL Assessment Team Adviser Support</p>	<p>Feedback and Marking Policy reduces the time spent on written comments and more in class feedback - see 'Feedback Policy'</p>

<ul style="list-style-type: none"> Co-operative improvement 				
Assessment Tests	<p>To check whether concepts taught have become embedded within long term memory</p> <p>To inform planning / revisiting where necessary</p> <p>To identify and target individual / groups for interventions / tutoring</p>	<p>Termly</p> <p>As required e.g. at the end of a unit / sequence of teaching</p>	<p>NFER</p> <p>Independent Writing (HfL TAFs to support)</p> <p>Reading Assessment Tasks e.g. optional tests, guided or shared reading</p>	Marking of the tests
Comparison against exemplification pieces	To ensure a consistent view of standards and ensure accuracy of teacher assessment	<p>KS2 - termly local authority cluster meetings</p> <p>Staff Meetings</p>	HfL exemplification of writing	<p>Time out of class</p> <p>Staff meeting designated time</p> <p>PPA Time</p>
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	<p>Two hours for the meeting;</p> <p>Preparation time</p>
Tracking of Broad summative categories	It allows all staff to track pupil data effortlessly, providing clear accessible	Termly	Easy Tracker	'Light touch'; drawing on

e.g. which children have secured curriculum expectations of their year group / within but not yet secure etc.		insights into pupil attainment and progress. This enables staff to understand the needs of our school and identify any gaps in learning.				teacher's ongoing knowledge from formative assessment and Pupil Progress Meetings
AUTUMN TERM		AUTUMN TERM	SPRING TERM	SPRING TERM	SUMMER TERM	SUMMER TERM
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 Individual Learning Plans (ILP) - Targets set Writing Moderation	'Little Wandle' Phonics Assessment Individual Learning Plans - targets reviewed Writing Moderation	'Little Wandle' Phonics Assessment Writing Moderation NFER Tests, Maths, Reading	'Little Wandle' Phonics Assessment Individual Learning Plans - targets reviewed Writing Moderation	'Little Wandle' Phonics Assessment Writing Moderation NFER Tests, Maths, Reading	'Little Wandle' Phonics Assessment 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	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

	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	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 Individual Learning Plans (ILP) - Targets set FFT Reading & Fluency Assessments	Writing Moderation Individual Learning Plans (ILP) - Targets reviewed FFT Reading & Fluency Assessments	Writing Moderation Individual Learning Plans (ILP) - Targets set FFT Reading & Fluency Assessments NFER Tests, Maths, Reading	Writing Moderation Individual Learning Plans (ILP) - Targets set FFT Reading & Fluency Assessments	Writing Moderation Individual Learning Plans (ILP) - Targets reviewed FFT Reading & Fluency Assessments NFER Tests, Maths, Reading	Writing Moderation Individual Learning Plans (ILP) - End of Year Review NFER Tests, Maths, Reading FFT Reading & Fluency Assessments

6	<p>Writing Moderation</p> <p>Individual Learning Plans (ILP) - Targets set</p> <p>FFT Reading & Fluency Assessments</p>	<p>Writing Moderation</p> <p>Y6 SATS Papers Reading, SPAG, Maths</p> <p>Individual Learning Plans (ILP) - Targets reviewed</p> <p>FFT Reading & Fluency Assessments</p>	<p>Writing Moderation</p> <p>Y6 SATS Papers Reading, SPAG, Maths</p> <p>FFT Reading & Fluency Assessments</p>	<p>Writing Moderation</p> <p>Y6 SATS Papers Reading, SPAG, Maths</p> <p>Individual Learning Plans (ILP) - Targets reviewed</p> <p>FFT Reading & Fluency Assessments</p>	<p>Writing Moderation</p> <p>Y6 SATS Reading, Maths, SPAG (May)</p>	<p>Individual Learning Plans (ILP) - End of Year Review</p>
Key Dates	<p>Reception Baseline Data submitted to the government - October</p> <p>Y4-6 GLD Assessment on Arbor</p>		<p>All Assessment data on Arbor for all year groups - January</p> <p>January Pupil Progress Meetings</p>		<p>All Assessment data on Arbor for all year groups - April</p> <p>April Pupil Progress meetings</p>	<p>Statutory assessments completed and submitted EYFS, Phonics, Y4 MTC, Y6 SATs</p> <p>All Assessment data on Arbor for all year groups - late June for September Pupil Progress Meeting</p>