



Assessment Policy

Signed by headteacher: *A Hughes*

Signed by Chair of Governors: *David Bradley*

Date of Approval: 6th May 2026

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Assessment Policy

1. Aims:

This policy aims to:

- Provide clear guidelines on our rigorous 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

2. Principles of Assessment:

At Bitterne Manor Primary School, assessment:

- is an integral part of teaching and learning, with high-quality feedback having a significant impact on pupil progress (EEF evidence suggests up to 8 months additional progress).
- has a clear purpose and is designed to be valid, reliable and free from bias.
- is inclusive and supports the progress of all children.
- is proportionate and mindful of staff workload.
- information is used meaningfully to inform teaching and learning, and is not collected unnecessarily.
- supports children in understanding their own learning, helping them to reflect, improve and become more independent learners.

Assessment and feedback are used by leaders, teachers and support staff to:

- Inform next steps in teaching and learning
- Promote and emphasise the opportunity for all children to succeed
- Monitor and support all children's progress, attainment and wider outcomes
- Support informative and productive conversations with children and parents
- Identify areas for development and drive school improvement

2.1 Statutory and Guidance Framework

- DfE Assessment and Reporting Arrangements (ARA)
- EYFS statutory framework
- Teacher Assessment Frameworks (TAF)
- SEND Code of Practice (2015)
- Engagement Model guidance
- Phonics Screening / MTC guidance
- Education (Pupil Information) Regulations 2005

3. Assessment Strategies

We use three broad overarching forms of assessment:

1. Ongoing, day-to-day formative assessment (Assessment for Learning)
2. In-school summative assessment (Assessment Of Learning)
3. Nationally standardised summative assessment.

3.1 Ongoing, Day-to-Day Formative Assessment:

Day-to-day formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand children's performance on a continuing basis, enabling them to identify when children are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Our High Expectations

At the end of every lesson, teachers are able to articulate how much progress was made by individuals and groups of children and what the next steps in learning are for the whole class and specific individuals.

Why?

Effective in-school formative assessment enables:

- **Teachers** to identify how children are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Children** 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

How is AfL done?

<p>Formative assessment is an ongoing process that takes place continually in a Bitterne Manor Primary classroom. By using formative assessment strategies, teachers are able to adapt the learning to ensure good progress and outcomes for all children. Teachers:</p> <ul style="list-style-type: none"> ● Know and understand how to assess relevant subject and curriculum areas ● Make use of a range of formative assessment strategies as set out below 	
<p>3.1 Self Assessment</p> <p>We use success criteria to support the self-assessment process and teachers allow children time to evaluate their own learning against the success criteria.</p>	<p>3.2 Peer Assessment</p> <p>We aim to develop independent learners who can reflect on their own and their peers' learning. Children find it easier to identify weaknesses in their own work and to see how they can make improvements when they are given constructive feedback from their peers. At the same time, evaluating peers' work can enhance the evaluators' own learning and self-confidence. To enable this process, teachers train children in how to provide and respond to feedback from one another</p>
<p>3.3 Verbal Feedback</p> <p>The purpose of verbal feedback is to provide the learner with information about their performance, relative to a particular learning goal. It aims towards improvement in students' learning and redirects both the teacher's or the learner's actions to achieve a goal. Verbal feedback at Bitterne Manor is:</p> <ul style="list-style-type: none"> ● Is as fast as possible ● In response to children's answers, comments or learning ● Positively framed ● Clarifies a misconception or identify a next step ● Addresses low-level mistakes first ● Provides specific next steps to the learner ● Is skills and process focused - linking back to the learning objective ● Privately shared or sensitively shared with the class, where the whole class can celebrate or learn from a mistake 	<p>3.4 Questioning</p> <p>Questioning at Bitterne Manor is designed to challenge children's intellectual thought and promote deeper understanding. Teachers listen carefully to responses and use these to adapt the learning to the needs of the children. We use a variety of strategies for questioning, including:</p> <ul style="list-style-type: none"> ● Cold Calling - targeted questioning to individual children ● Think, pair, share - allows children time to think about their answers, before sharing with a partner and then the class ● Talk partners - allows children to discuss their thinking with others

Aims of feedback

Feedback can be written or verbal, and can be focused on an individual, group or whole class. School leaders and class teachers are aware that quantity does not equal quality. Quality is demonstrated by children's ability to move forward in their learning.

Written Feedback	Verbal Feedback
<p>Must be meaningful, manageable and motivating</p> <ul style="list-style-type: none"> • Can celebrate success, highlight mistakes and provide next steps. • Is linked to the learning objective or skills • Uses the success criteria • Can be completed in any colour pen 	<ul style="list-style-type: none"> • Can be in response to children's answers, comments or learning • Can clarify a misconception or identify a next step • Can be privately shared or sensitively shared with the class, where the whole class can celebrate or learn from a mistake

3.2 In-School Summative Assessment

Our High Expectations

At the end of each term, teachers are able to articulate how much progress individual children are making in their learning, both against the previous term and against the previous key stage. They can identify any groups who may need class-based intervention to ensure all children make good progress.

Why?

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of cohorts, identify where interventions may be required, and work with teachers to ensure children 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
- **Children** 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

How?

Children are assessed at a point in time. They are assessed as:

- GDS - working at greater depth
- EXS - working at the expected level for this point in the year
- WTS - working towards the expected level for this point in the year
- BLW - working at Year XX level

In Y1-Y6, children are teacher-assessed 3 times per year in Reading, Writing and Maths. Teachers use a combination of tests to assess current attainment in these areas:

	Y1	Y2	Y3	Y4	Y5	Y6
Reading	NFER Papers Termly <84 = BLW 85-96 = WTS 97-119 = EXS 120+ = GDS (NB Year 1 begins from Spring Term)					SATs Papers
Maths	NFER Papers Termly <84 = BLW 85-96 = WTS 97-119 = EXS 120+ = GDS (NB Year 1 begins from Spring Term)					SATs Papers
Writing	Teacher assessment against Writing Statements using exemplification materials					

Reading:

Reading is assessed using a variety of tools in different year groups. As a RWI school, our early readers follow the RWI assessment system. In KS2, we utilise Star Reader assessments from Renaissance Place.

EYFS/Year 1/Year 2 Phonics:

- Initial phonics sounds assessment at the start of September
- Phonics assessment each half term to track progress
- Year 1 and 2 Phonics mock screening checks each term to track progress
- Intervention groups set up to target children who need 'catch up.'

Book Bands:

	PM Benchmark Book Bands (Not used for children reading below Turquoise)	
End Reception	Red	
Y1 Autumn EXS	Yellow	Blue
Y1 Spring EXS	Green	Orange
Y1 Summer EXS	Turquoise	
Y1 Summer GDS	Purple	
Y2 Autumn EXS	Purple	
Y2 Spring EXS	Gold	
Y2 Summer EXS	White	
Y2 Summer GDS	Lime	

KS2 Reading:

- NFER Papers are completed from Spring Term Y1 to Summer Term Y5
- Bitterne Manor's interpretation of the standardised scores are:
 - <85 - BLW
 - 85-96 = WTS
 - 97-119 = EXS
 - 120+ = GDS
- Past SATs papers are done each half term in Year 6
- Test scores may be shared with children, where appropriate, for children to be aware of their successes and next steps for learning.

Maths:

- NFER Papers are completed from Spring Term Y1 to Summer Term Y5
- Bitterne Manor's interpretation of the standardised scores are:
 - <85 - BLW
 - 85-96 = WTS
 - 97-119 = EXS
 - 120+ = GDS
- Past SATs papers are done each half term in Year 6
- Test scores may be shared with children, where appropriate, for children to be aware of their successes and next steps for learning.

Writing:

- Children's performance as writers is assessed at the end of each term, using the writing statements and the Primary Ed exemplification materials or end of key stage exemplification materials.
- This is done using children's normal English books and other subject books where appropriate.

- To support accurate assessment and teacher workload, we do not keep separate writing assessment folders.
- Teacher's select 2/3/4 good examples of writing per term which children have completed as part of their sequence of English learning. A range of text types are included.
- Teachers assess children at this point in time:
 - BLW at YX Level - if a child is working below their current year group level
 - WTS - if working one step below the expected level or within the year group expected level
 - EXS - if currently at the expected level for this point in the year
 - GDS - if working above the expected level for this point in the year
- Children do not undertake 'cold writing tasks' for assessment, but teachers are aware of the level of independence in each sample that they choose. Children can use support resources to write (e.g. word banks, etc.) but this aspect of the assessment statements is not then credited. E.g. if a child uses a given word like 'spikey', the child does not get credit for using that word or spelling it correctly. This piece of writing can still be used to assess their punctuation, cohesion, handwriting, etc.
- Teachers use their professional judgement to decide on the level of independence following the STA guidance below:

What is independent?	What is not independent?
<ul style="list-style-type: none"> • emerges from a text, topic, visit or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about • enables pupils to use their own ideas and provides them with an element of choice – for example, writing from the perspective of a character they have chosen themselves • has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation • is produced by pupils who have, if required, sought out classroom resources, such as a dictionary or thesaurus, without being prompted to do so by the teacher 	<ul style="list-style-type: none"> • modelled or heavily scaffolded • copied or paraphrased • edited because of direct intervention by a teacher or other adult – for example, when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct • produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation or predictive text • supported by detailed success criteria that specifically direct pupils what to include, or where to include it, in their writing – such as directing them to include specific vocabulary, grammatical features or punctuation

- After each assessment week, teachers hold writing moderation sessions to ensure the accuracy of judgements.
- Subject leaders and school leaders also conduct moderation to ensure accuracy.
- The school also engages in external moderation through the local authority / trust to validate teacher assessment judgements.

Assessment in Foundation Subjects

Assessment in foundation subjects is primarily based on ongoing teacher assessment rather than formal testing or data collection. Teachers use questioning, discussion, observation and review of pupils' work to assess understanding of key knowledge and skills. At the end of a unit, teachers make an overall professional judgement about pupils' attainment in relation to the intended learning. Assessment focuses on the retention and application of knowledge and subject-specific skills. Systems are kept proportionate to avoid unnecessary workload and do not involve formal recording or tracking.

EYFS Assessment:

- EYFS teachers assess children termly against the new EYFS framework

- Preschool children are assessed as 'Emerging' or 'Expected' for this point in time, in at prime areas only
- Reception children are assessed as 'Emerging' or 'Expected' for this point in time, in at 17 areas
- Phonics Assessments are undertaken every half term (as detailed above)
- Teachers are not expected to provide physical evidence for every area, but are expected to speak confidently about individual children, providing specific examples of what children can do in each.
- Tapestry and children's special books are used to support teachers as needed
- Moderation amongst the team takes place termly and individual needs identified and planned for
- Pupil progress meetings identify which areas the cohort need further support with and specific actions are decided upon for enhancing provision or targeting children

Data Analysis:

Insight Assessment is used to analyse the data.

Assessment Lead provides information termly to class teachers about:

- % of class working at expected and greater depth standards
- Progress against their prior attainment group from previous key stage
- Progress against the last test
- Children on track in all areas (Reading, Writing and Maths combined)
- Group analysis of gender, disadvantaged, SEND and ethnicity where possible

3.3 Nationally Standardised Summative Assessment

Our High Expectations

Children at Bitterne Manor meet or exceed National Standards in all areas. Teachers in all year groups are knowledgeable of the national tests and ensure their classes make progress towards meeting national expectations. All staff are responsible for the progress of our children, not just the R, Y2 and Y6 teacher.

Why?

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of cohorts, identify where interventions may be required, and work with teachers to ensure children are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Children** and **parents** to understand how children are performing in comparison to children nationally

Nationally standardised summative assessments include:

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

4. Collecting and Using Data

Ongoing, day-to-day, formative assessment can be collected and recorded in any format the teacher chooses. These assessments will be shared during pupil progress meetings (see below)

Internal summative assessment is monitored and tracked by the Assessment Lead, with analysis shared with class teachers and subject leaders to inform standards and targeted intervention. Group analysis includes gender, disadvantaged pupils, SEND and, where possible, ethnicity. Assessment information is used to identify and address gaps for disadvantaged pupils and to inform the school's pupil premium strategy. Medium-term planning is adapted in response to this analysis.

Nationally standardised summative assessments will be shared with core subject leaders and teachers during staff meetings to inform teachers of national expectations and allow teachers to assess their own performance in the broader national context.

Assessment data is stored and processed in line with UK GDPR and the Data Protection Act 2018. Access to pupil data is restricted to relevant staff and leaders and is used solely to support teaching, learning and school improvement.

Pupil Progress Meetings

Following formative and summative teacher assessments, pupil progress meetings will be held to discuss the learning of all children. Pupil progress against prior attainment is discussed, as well as children’s well-being, breadth and depth of knowledge, understanding and skill levels.

Their aim is to support class teachers with pupil progress and identify underperforming children. Also, they provide an opportunity to analyse the impact of class-based interventions and quality first teaching strategies.

Where possible, all adults involved with the children take part in the meetings, including support staff.

These meetings help support action planning for the following term.

Below is an indicative assessment cycle for 2026/27:

Term	Week	Action
Autumn 1	Week 2 - 7	Reception Baseline
Autumn 1	Week 3	Year 6 Assessment Week (SATs 2022)
Autumn Half Term		
Autumn 2	Week 3	Parents' Meetings
Autumn 2	Week 4/5	Summative Assessments (including Y6 SATs 2023) Writing Teacher Assessment
Autumn 2	Week 6	Whole School Data Analysis Writing Moderation
Christmas Holidays		
Spring 1	Week 1/2	Pupil Progress Meetings
Spring 1	Week 2	Year 6 Assessment Week (SATs 2024)
Spring Half Term		
Spring 2	Week 2	Parents' Meetings
Spring 2	Week 4/5	Summative Assessment Week Year 6 Mock Assessment Week (SATS 2025) Writing Moderation Staff Meeting

Spring 2	Week 6	Pupil Progress Meetings Whole School Data Analysis
Easter Holidays		
Summer 1	Week 3 - 6	SATs Week – Year 6 SATS 2026
Summer Half Term		
Summer 2	Week 1 & 2	Multiplication Tables Check in Y4
Summer 2	Week 2	Phonics Screening in Y1
Summer 2	Week 4	Summative Assessment Week Writing Moderation Staff Meeting Data Submission by Friday Report Writing Deadline
Summer 2	Week 6	Pupil Progress Meetings/Handover Meetings Whole School Data Analysis Reports/Results Sent Home
Summer 2	Week 7	Parents Evening - Right to Reply

5. Reporting to Parents (See Appendix [1])

Reporting arrangements comply with the Education (Pupil Information) Regulations 2005.

Parents' Evenings are held in Autumn Term and Spring Term.

Annual Reports are written in Summer Term. EYFS Profile, Phonics, and KS2 SATs results are reported at the same time. See Appendix 1 for examples of EYFS and KS1/KS2 Report templates

Parents have a 'Right to Reply' Parents' Evening in Summer Term, after reports have been received.

6. Inclusion

The principles of this assessment policy apply to all children, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of children's 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 have the same high expectations of all children. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For children 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 children's learning difficulties.

6.1 Summative Assessment of children with SEND: Engagement Model

Children who are not accessing the subject-specific curriculum are assessed using the Engagement Model. This is statutory. At Bitterne Manor, we:

- use the engagement model to assess pupils who are working below the standard of national curriculum assessments and not engaged in subject-specific study at the end of KS1 and KS2
- report to DfE which pupils are assessed using the engagement model for KS1 and KS2 — schools are not required to submit any other data to DfE about the progress of these pupils
- ensure that evidence relating to pupils' achievements and progress is reported as part of the end of year academic report, which schools must provide to parents, as outlined in The Education (Pupil Information) Regulations 20054 and paragraph 6.64 of the SEND code of practice

The engagement model has 5 areas of engagement, these are:

exploration	realisation	anticipation	persistence	initiation
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Each of the 5 areas are interrelated and can provide a focus on how well pupils are achieving a specific outcome or individual development target as set out in their EHC plans or high-needs funding agreements. The 5 areas are not hierarchical, so there is no expectation that pupils need to demonstrate progress in all 5 areas. Instead, each of the areas represent what is necessary for pupils to fully engage in their development and reach their full potential. The areas also provide the scaffolding to enable pupils to become independent in developing a new skill or concept.

For all pupils, including those with learning difficulties, progress is about change and development. This could be progress towards a curricular target or an outcome in a pupil's EHC plan. Progress through each of the 5 areas of engagement should be measured by identifying how established, overall, the pupil is against each area. This will be different for each pupil, according to their profile of needs, as set out in their EHC plan, and their unique starting point.

To assist in identifying how established the pupil is in a skill, and what their progress is in achieving their EHC plan outcomes, teachers should consider:

- how independent the pupil is in the skill and how much prompting and support they require
- how accurate, confident and consistent the pupil is in the skill
- whether the pupil is able to apply the skill in different contexts, for example at different times of day, in different environments, with different adults and amongst peers

6.2 Summative Assessment of children with SEND: Pre Key Stage Standards

For most children who are working below their age related expectations, we identify which year group level they are working at. E.g a child in Y4 may be accessing Y1 Maths curriculum. For any child working below Y1 level, we use the pre-key stage standards for Reading, Writing and Maths:

	Reading	Writing	Maths
Standard 1	<p>Language comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?' • show anticipation about what is going to happen (e.g. by turning the page) • join in with some actions or repeat some words, rhymes and phrases 	<p>Composition The pupil can:</p> <ul style="list-style-type: none"> • say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand). 	<p>The pupil can:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity) • distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects • demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one

	when prompted.		cup to each pupil).
Standard 2	<p>Word reading The pupil can:</p> <ul style="list-style-type: none"> say a single sound for 10+ graphemes read words by blending sounds with known graphemes, with help from their teacher <p>Language comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' join in with predictable phrases or refrains. 	<p>Composition The pupil can:</p> <ul style="list-style-type: none"> say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot'). <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading identify or write these 10+ graphemes on hearing corresponding phonemes. 	<p>The pupil can:</p> <ul style="list-style-type: none"> identify the big or small object from a selection of two sort objects according to a stated characteristic (e.g. group all the small balls together, sort the shapes into triangles and circles) say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher) demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.).
Standard 3	<p>Word reading The pupil can:</p> <ul style="list-style-type: none"> say a single sound for 20+ graphemes read accurately by blending the sounds in words with two and three known graphemes. <p>Language comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> respond to questions that require simple recall recount a short sequence of events (e.g. by sequencing images or manipulating objects). 	<p>Composition The pupil can:</p> <ul style="list-style-type: none"> make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences write a caption or short phrase using the graphemes that they already know. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading identify or write these 20+ graphemes on hearing the corresponding phonemes spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). 	<p>The pupil can:</p> <ul style="list-style-type: none"> identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10 demonstrate an understanding that the last number counted represents the total number of the count use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.).
Standard 4	<p>Word reading The pupil can:</p> <ul style="list-style-type: none"> say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes* read accurately by blending the sounds in words with up to five known graphemes read some common exception words* read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. <p>Language comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> talk about events in the story and link them to their own experiences retell some of the story. 	<p>Composition The pupil can:</p> <ul style="list-style-type: none"> make up their own sentences and say them aloud, after discussion with the teacher write down one of the sentences that they have rehearsed. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> form most lower-case letters correctly identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) spell a few common exception words (e.g. I, the, he, said, of). 	<p>The pupil can:</p> <ul style="list-style-type: none"> read and write numbers in numerals from 0 to 9 demonstrate an understanding of the mathematical symbols of add, subtract and equal to solve number problems involving the addition and subtraction of single-digit numbers up to 10 demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$) demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$) demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$) demonstrate an understanding that the total number of objects changes when objects are added or taken away demonstrate an understanding that the number of objects remains the same when they are

			<p>rearranged, providing nothing has been added or taken away</p> <ul style="list-style-type: none"> • count to 20, demonstrating that the next number in the count is one more and the previous number is one less • recognise some common 2-D shapes.
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7. Roles and responsibilities

7.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all children
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

7.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual children and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

7.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

8. Monitoring

This policy will be reviewed annually by the Assessment Lead and the Quality of Education link governor. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The senior and middle leadership teams are responsible for ensuring that the policy is followed and will monitor the effectiveness of assessment practices across the school, through:

- moderation,
- lesson observations,
- learning walks,
- book scrutinies,
- pupil progress meetings.

Appendix

KS1 and KS2 Report Template example:

Joe Bloggs
End of Year Report
Class: Jays
Teacher: Mrs Southwick
July 2025



Curriculum Experiences and Highlights in Year 4

English	In English, children have explored a range of texts to develop their reading, vocabulary, and writing skills. They have enjoyed writing narratives, persuasive letters, and poetry, using rich language and varied sentence structures. Speaking and listening skills have also been strengthened through class assemblies, Shakespeare performances, and group work.
Maths	This year in Maths, children have developed their confidence and accuracy with formal written methods. They have enjoyed applying their learning to problem-solving and reasoning activities, often working collaboratively to explore different strategies. Times tables have been a key focus, with great progress made towards rapid recall and fluency.
Science	Children have explored topics such as states of matter, electricity, sound, and living things. They enjoyed making predictions and carrying out investigations like creating their own water cycle. Curiosity and teamwork has played a huge role in their learning.
Computing	This year we have been using Purple Mash to explore coding, 2logo and create animations. Problem-solving and logical thinking have been key skills throughout their learning.
History	From the Saxon invasions to the ancient civilisations of the Sumerians and Egyptians, children have developed their skills as young historians. They have explored how people lived, what they believed, and the impact these societies had on the world.
Geography	Children have enjoyed being immersed in the topic of Winding Rivers and Misty Mountains, learning about their features, formation, and importance to people and the environment. A class trip to the River Itchen helped immerse the children in their learning!
Music	In Music, we have explored rhythm, melody, and dynamics in Music this year. They have enjoyed playing instruments and composing their own pieces, which they performed as a group.
Art and Design	Children have developed their creativity through weaving, making clay figures, and painting. They have enjoyed experimenting with different techniques to express their ideas.
Design and Technology	This year, we have explored fabric printing, designed food packaging, and investigated pulleys and levers. Children have enjoyed combining creativity with practical problem-solving.
PE	In PE, we have been developing skills in sports such as football, dance, and athletics. They have worked on coordination, teamwork during a fun-filled trip to Fairhome Manor!
RE	We have explored Hinduism and Christianity, focusing on concepts of devotion, community, and protection. They have reflected on how these ideas shape beliefs and practices.
PSHE	In PSHE, children have focused on building positive relationships, understanding emotions, and developing resilience. They have also learned about health and wellbeing and growing up.
French	We have enjoyed learning vocabulary and phrases about family, the classroom, and our town. They have practiced speaking and listening skills through games and conversations.

Class Teacher's Comment:

	Progress and Attainment				Effort and Engagement		
	Working below	Working towards	Working at expected	Working above	Room for Improvement	Good	Exceptional
Reading			X			X	
Writing			X			X	
Maths			X			X	
Science			X			X	
Computing			X			X	
History			X			X	
Geography			X			X	
RE			X			X	
Art			X			X	
Design and Technology			X			X	
Music			X			X	
PE			X			X	
PSHE			X			X	
French			X			X	

Next steps:

Reading	X
Writing	X
Maths	X


	Below 90% Persistent Absence	Below 95% Unsatisfactory	95 - 96% Satisfactory	97 - 98% Good	99 - 100% Outstanding
Attendance				X	

Headteacher Comment:

Class Teacher Signature: *Mrs Southwick* Headteacher Signature: _____

EYFS Report Template example:

Joe Bloggs
End of Year Report
Class: Kingfishers
Teacher: Miss Cameron
July 2025



Curriculum Experiences and Highlights in Year R

Communication & Language <small>Listening, Attention and Understanding, Speaking</small>	Kingfishers have developed their confidence when speaking in both small groups and whole-class situations, sharing their thoughts, ideas, and experiences with growing clarity and confidence. They have enjoyed learning and re-telling a range of traditional tales, using props, puppets, and role-play to bring stories to life. These activities have helped to develop their speaking and listening skills, as well as their ability to sequence and recall events.
Personal, Social & Emotional Development <small>Self Regulation, Managing Self, Building Relationships</small>	Children have learnt to talk about their feelings, such as what makes them happy, sad, or cross. They are beginning to understand how others might be feeling too, through stories like The Colour Monster. They have also been learning how to take care of themselves, including the importance of brushing their teeth and eating a healthy diet.
Physical Development <small>Gross Motor Skills, Fine Motor Skills</small>	Kingfishers have enjoyed developing their gross motor skills through our PE sessions, working on ball skills, coordination and dance, which they love showing in our Shakespeare festival! They have been developing their fine motor skills through a range of activities such as threading, using tweezers, playdough play, and small construction toys, which help to strengthen their hand muscles.
Literacy <small>Comprehension, Word Reading, Writing</small>	Children had a wonderful time celebrating World Book Day! The children loved dressing up, sharing their favourite books, and taking part in storytelling activities and learning the story 'The Journey.' They have explored both fiction and non-fiction texts. Children have learnt both phase 2 and 3 phonics, applying it both in their reading and their fantastic writing!
Mathematics <small>Number, Numerical Patterns</small>	Children have made fantastic progress in developing their early mathematical skills. They have enjoyed exploring numbers through hands-on activities, songs, and games. They have grown in confidence when counting, recognizing numbers, and using mathematical language such as "more," "fewer," and "equal." They also had fun learning about shapes, patterns, and measuring during play-based learning.
Understanding the World <small>Past and Present, People, Culture and Communities, The Natural World</small>	They explored different celebrations from around the world, including Diwali, Chinese New Year, and Christmas. The children also enjoyed learning about a range of animals, from wild creatures to minibeasts, showing curiosity especially with caterpillars we had in class. Additionally, they learned about people who help us, such as doctors, firefighters, and police officers, gaining insight into the important roles these individuals play in our community.
Expressive Arts and Design <small>Creating with Materials, Being Imaginative and Expressive</small>	They have explored different musical instruments, discovering the unique sounds each one makes and learning how to play them in different pitches. During our Shakespeare Festival, the children delighted in dancing and moving expressively to music, confidently performing in front of the school. They also created wonderful self-portraits, decorated their own plant pot and creating their own emergency vehicle.

Class Teacher's Comment including Next Steps:

Effort and Engagement							
	Room for Improvement	Good	Exceptional		Room for Improvement	Good	Exceptional
Listening, Attention and Understanding		X		Writing		X	
Speaking		X		Number		X	
Self Regulation		X		Numerical Patterns		X	
Managing Self		X		Past and Present		X	
Building Relationships		X		People, Culture and Communities		X	
Gross Motor Skills		X		The Natural World		X	
Fine Motor Skills		X		Creating with Materials		X	
Comprehension		X		Being Imaginative and Expressive		X	
Word Reading		X					
For your child's attainment in these areas, please see the EYFS Profile letter attached							

	Below 90% Persistent Absence	Below 95% Unsatisfactory	95 - 96% Satisfactory	97 - 98% Good	99 - 100% Outstanding
Affendance				X	

Headteacher Comment:

Class Teacher Signature	<i>A Hughes</i> Headteacher Signature
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What are the EYFS Profile and Early Learning Goals?



The EYFS Profile is a statutory assessment of children's development at the end of the academic year in which children turn 5, usually reception year. Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS. For each ELG, teachers must assess whether a child is meeting the level of development (expected) or if they are not yet reaching this level (emerging).

Listening, Attention and Understanding ELG	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking ELG	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
Self-Regulation ELG	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self ELG	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
Building Relationships ELG	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
Gross Motor Skills ELG	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills ELG	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.
Comprehension ELG	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes

Child Page Template Example:

PHOTO



This year, I have really enjoyed...	
My successes this year have been...	
Next year I am going to try to improve...	