



Assessment Policy

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Date of next Review	January 2023
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Chair of Governors	Mr Chris Speller Mr Brian Smith

This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community. A review of this document will be carried out yearly with necessary adjustments being made after consultation and discussion with staff.

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Assessment Policy

1. Aims

This 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
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2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

Assessment of pupils should:

- to be formative, provide information for the teacher to plan the next steps in the children's learning;
- to be diagnostic, provide more detailed information about individual children's strengths and weaknesses;
- to be summative, provide a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the pupils to enable them to develop their learning.

Using the Symphony Assessment System enables staff to write specific learning objectives and identify assessment opportunities in medium term plans. In addition, the focused assessments identified in short-term plans use these learning objectives as assessment criteria. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning (see Appendix 1 - Assessment Model).

4. Assessment approaches

At Hilldene, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

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

4.1 In-school formative assessment

Effective in-school formative assessment enables:

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- 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 (which is discussed during Parents Evening meetings in the autumn and spring terms).

Assessing Pupil Progress (Symphony Assessment System)

Symphony assessments are used to provide teachers with end of year expectations (objectives), these are used as part of ongoing assessments for pupils' work, during lessons and marking. They are also used to inform planning and identify areas of development for pupils. The Symphony assessment system is also used to track progress and attainment for pupils. Teachers use this as a summative assessment to assess pupils at the end of each term.

For other forms of formative assessment see Appendix 1 - types of assessment.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- School leaders 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 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

Marking & Feedback

Whilst marking work, teachers are assessing pupil's achievements and noting areas of difficulty. The Marking & Feedback Policy ensures a consistent approach to marking and feedback throughout the school (see school Marking & Feedback policy).

National Curriculum Assessments (SATs)

End of key stage National Curriculum assessments (SATs) are undertaken in line with statutory requirements. They are used to monitor pupils' progress and to identify strengths and areas of development in curriculum delivery. The school leadership team analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. Pupil progress across the school, from Year 1 to Year 6, is tracked using the Symphony Assessment System. Teachers are expected to analyse the results in consultation with the Headteacher, Deputy Headteacher, Assistant Headteachers, Year Group Leaders and subject leaders.

End of Key Stage Assessments

Year 2 and Year 6 teachers set a range of work to enable them to assess pupils attainment. Some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils and so they become accustomed to the process. Teachers use the results from this work and the information

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stored in their assessment folders to decide the children's Symphony grades. Class teachers, along with the year group leader, make these judgments, with support from the subject leaders, the Deputy Headteacher and Assistant Headteachers if required. Internal moderation is used to validate teacher assessment across the school. This moderation is supportive and allows teachers to moderate others' similar pieces of work completed by other pupils. Teacher assessment at Key Stage 1 is moderated by the local authority; Key Stage 2 writing is also moderated by the local authority. The school also takes part in external moderation; involving other local schools, to further validate teacher assessment.

Multiplication Tables Check

At the end of Year 4 pupils will be required to complete a multiplication table check test which will test if they are able to recall times tables facts fluently. This has been designed to ensure schools are able to identify those pupils who will need additional support for multiplication tables going into year 5.

Year 1 Phonic Screening Test

Year 1 pupils undertake a statutory phonic screening test in June. The test is carried out in line with set guidance provided by the Department of Education. Pupils are assessed formally and informally throughout the year and the assessment is used to address gaps in learning and plan next steps. Pupils who do not meet the national expectations at the end of Year 1 will re-sit the test at the end of Year 2. A thorough assessment will be taken of those children to ensure they pass in Year 2.

Phonics Assessment (Read Write Inc. assessments)

Pupils in Reception and Key Stage 1 are assessed in phonics every six to eight weeks in order to assess the pupils progress and to ensure they are in the correct phonics groups. The groups are fluid and if a pupil is excelling or having some difficulties they do not need to wait until the next assessment cycle.

Years 2 to 6 assess all pupils who are working below current age-related expectations in order to provide them with an intervention programme to enable them to make accelerated progress.

Any pupils who are new to the school may be given a phonics assessment to help establish their current phonics/reading attainment.

Foundation Stage Assessments

Reception pupils are required to complete an on-entry assessment that is carried out by early years practitioners and within the first six weeks of pupils starting school. This is a national assessment and data is then analysed within school, within the local authority and nationally. Pupils are reported as being 'on track' or 'not on track' to meet the Early Learning Goals by the end of the pupils' Reception year.

All pupils in Nursery and Reception have a learning profile which is part of the statutory requirements for Early Years. This consists of observational assessments that are completed on a regular basis and capture a pupils 'wow' moments in their learning. These are captured and recorded on 2Simple, written information and record sheets are passed from the Nursery to Reception and from Reception to Year 1.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

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- 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:

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

5. Collecting and using data

Data is collated and records for each pupil in all year groups and at different points in the year to demonstrate progress.

Records

Records of end of unit assessments, formative assessments, SATs results, phonics tracking and Teacher Assessments (TAs) are kept in pupil record files, with the more formal information also being recorded onto SIMS.

The SATs results and TAs are duplicated in the school's results/tracking database. Symphony assessment grids are kept in a separate folder and/or in the front of pupil books.

Reading records are kept for each pupil and used as a focus for development. Home/school reading records are monitored regularly.

The progress of pupils receiving extra support is monitored by the member of staff delivering the support. Learning Support Assistants report on assessment outcomes to the class teacher and to the SENDCo. These records enable the class teacher to assess the progress made by each pupil and are an important part of the formative assessment needed for future planning.

The pupil end-of-year report is available for record via the SIMS pupil information system and is available for reference.

Consistency of Judgements

The consistency of teachers' judgements about standards is important if decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgments or for statutory teacher assessments. Staff meetings, internal and external moderations give opportunities for teachers to compare judgements and agree standards.

Pupil Tracking

To ensure that the pupil data held is accurate i.e. Pupil Tracking, the only staff members allowed to update it are the class teacher, Year Group Leader, the Deputy Headteacher or Assistant Headteachers. If any

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members of staff feel that any data is incorrect, they should direct their queries to the Deputy Headteacher or Assistant Headteachers who will ensure that the data is verified and updated as necessary.

Where pupils are in additional English and Maths groups/sets, as these are updated, new set lists should be given to the Deputy Headteacher who will ensure that the information is then updated. Any new assessment data available at the end of each term (see Assessment Timetable) or indeed at any time, should be given to the Deputy Headteacher or Assistant Headteachers who will ensure that Pupil Tracker is updated.

Curriculum Areas

Assessment is an integral part of all curriculum delivery at Hilldene. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. A skills-based curriculum will enable staff to better identify current attainment as well as the amount of progress made by each pupil.

6. Reporting to parents

Parents receive a written report at the end of each academic year. In KS1 and KS2, this comments on the pupil's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum, including physical, personal, social skills, attitudes and RE. SATs results are included in the reports of pupils in years 2 and 6 and teacher Symphony assessment grades in Years 1, 3, 4 and 5. Parents of pupils in the Nursery and Reception classes receive a report based on the prime areas of learning and for Reception pupils their attainment in the Early Learning Goals. Pupils are also assessed for Good Level of Development which is calculated nationally.

The reports include a comment slip for parents. In addition, parents/carers are offered the opportunity to discuss their child's report with the class teacher. Parent/teacher consultation evenings take place twice a year, in the autumn and spring terms.

Teachers are also prepared to make themselves available at the beginning or end of the school day to discuss parents' concerns. If it is not possible to speak to a parent/carer immediately, a prompt appointment will be made. If a member of staff has concerns over a pupil, they will contact the parents. Parents of children with IEPs may be given an additional opportunity to meet with staff.

Attendance is also reported to parents and includes:

- The total number of possible attendances for that pupil, and
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

7. Inclusion

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all pupils. It enables pupils with SEND (Special Educational Needs or Disability) and EAL children (English as an

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Additional Language) to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at Hilldene ensures that identification of these pupils is systematic and effective.

Special Educational Needs or Disability

When assessment indicates a pupil may have special educational needs, the SENDCo is informed and the pupil's progress is carefully monitored. Further assessments focusing on the pupil's specific need will then take place, as outlined in the Inclusion policy. For all children at SEND stage 'SEN support' or above, an Individual Education Plan will be implemented. These are reviewed termly and new targets are set if they have been met. This is part of the access, plan, do cycle. The pupil's IEP is a working document and should be used to record progress, evidence where a pupil is needing additional support and to inform future planning. If a pupil is not successfully meeting targets set then this may be escalated further and a decision regarding the need for a Educational Health Care Plan may be made with the support of the SENDCo and other outside agencies

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

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

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Throughout the year, teachers will participate in CPD relating to assessing pupils. This is ongoing development and may be identified through inconsistencies with data, pupil progress meetings or through observations.

Teaching staff participate within cross school writing moderation once a term; to develop ongoing professional dialogue around the assessing of writing and provides opportunities for teaching staff to demonstrate their understanding of the writing assessment process. It is also an opportunity for SLT to identify where further support is needed to ensure all teaching staff are confident and accurate when assessing pupils' writing.

Teachers in Reception, year 2 and 6 have opportunities to attend HES CPD sessions regarding the ongoing assessment of pupils (in Reception and year 2) and the end of Key Stage assessments. This enables them to develop their knowledge and understanding of assessment at the end of each primary key stage.

9. Roles and responsibilities

The overall responsibility for assessment belongs to the school leadership team. Year Group Leaders are responsible for ensuring formative and summative assessments are implemented in accordance with the school's policies and procedures and data submitted within the allocated time frame. Class teachers are

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responsible for assessment of the children in their care. The analysis of termly assessments will be completed by the Deputy Headteacher, Assistant Headteachers and Year Group Leaders. Subject Leaders and their teams are responsible for monitoring assessment within their subject area.

9.1 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 pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Senior Leadership Team

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 pupils 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

9.3 Teachers

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

10. Monitoring

This policy will be reviewed annually by the Senior Leadership Team. At every review, the policy will be shared with the governing board. All teaching staff are expected to read and follow this policy.

The school leadership team will monitor class assessment and progress records. The school leadership team and curriculum leaders will also monitor pupil work samples on a termly basis. This will include monitoring of assessment. A staff meeting will be held at least once a year to evaluate the success and usefulness of the procedures in the assessment policy.

Middle Leaders are responsible for ensuring that the policy is followed within their year groups and ensure that individuals are supported if they are unsure.

The Deputy Headteacher and Assistant Headteachers will monitor the effectiveness of assessment practices across the school, through:

- moderation
- lesson observations
- learning walks
- book looks
- pupil progress meetings
- informal / formal meetings with individual teachers or year groups
- providing support during PPA sessions.

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11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Marking and Feedback policy - [Marking and Feedback Policy - 2021 - Google Docs](#)
- Early Years Foundation Stage policy and procedures - [Early Years Foundation Stage Policy Dec-2021 - Google Docs](#)

Appendices:

Appendix 1 - Types of assessment:

<u>Assessment for learning (Responsive Teaching)</u> (Often referred to as formative assessment)	<u>Assessment of learning</u> (Often referred to as summative assessment)
<p>Purposes Assessment for learning will:</p> <ul style="list-style-type: none"> ● provide insight into pupils' learning for both pupils and teachers ● promote success for all ● support the target-setting process ● enable continuous reflection on what pupils know now and what they need to know next ● provide a measure that has a value ● promote immediate intervention and link judgments to the LO 	<p>Purposes Assessment of learning will:</p> <ul style="list-style-type: none"> ● provide a summary judgement about what has been learned at a specific point in time ● establish national benchmarks about what pupils can do and about school performance ● show what pupils can do without support ● inform the target setting process ● hold the school to account ● identify areas for subsequent intervention
<p>Implications for teaching The teacher will:</p> <ul style="list-style-type: none"> ● provide regular oral and written feedback which identifies strengths and areas of development ● promote pupils involvement in self-assessment ● act on information to inform curricular targets 	<p>Implications for teaching The teacher will:</p> <ul style="list-style-type: none"> ● assess each pupil termly through teacher assessment and tests ● identify gaps in pupils' knowledge and understanding ● identify areas of development in the curriculum which can guide future planning ● implement strategies to accelerate progress to meet Hilldene's targets

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<ul style="list-style-type: none"> ● plan against what children know/can do ● provide opportunities for pupils to demonstrate their achievements ● make standards and objectives explicit to pupils ● promote inclusion by attending to all pupils' learning needs ● engage pupils in rich questioning with 'wait' time ● build in time for focused observation of teacher-directed and child-initiated activity 	<ul style="list-style-type: none"> ● mark and measure against national expectations
<p>Impact on learning and the learner The pupil will:</p> <ul style="list-style-type: none"> ● know what standards are required ● know what has been achieved against known success criteria and what to do to improve ● gain confidence, motivation and self-esteem as a learner ● improve own self-evaluation skills ● make progress 	<p>Impact on learning and the learner The pupils and parents will:</p> <ul style="list-style-type: none"> ● be able to gauge their performance against previous scores ● be able to measure their performance against externally agreed standards ● have a measure of performance at the end of EYFS, KS1 and KS2
<p>Issues for school leaders Leaders will:</p> <ul style="list-style-type: none"> ● define roles and ensure responsibilities are clear in relation to assessment tasks ● make arrangements to monitor the progress of individuals and groups ● monitor the quality of teacher assessment ● keep parents/carers informed ● use assessment information to inform School Development Plan 	<p>Issues for school leaders Leaders will:</p> <ul style="list-style-type: none"> ● ensure Hilldene complies with statutory assessment arrangements and this policy ● monitor delivered curriculum ● make arrangements to monitor the progress of individuals and groups ● involve governors in their accountability role ● keep parents/carers informed ● use assessment information to inform School Development Plan ● monitor the impact of the planned curriculum
<p>Assessment methods (This process relies on talking)</p> <ul style="list-style-type: none"> ● Observation (in class or through IRIS software) ● Discussion about work in progress ● Questioning to prompt new thinking ● Feedback to specify attainment, identify difficulties, specify improvement, construct achievement and identify curricular targets ● An agreed range of techniques, including: <ul style="list-style-type: none"> ○ Red/yellow/green cards ○ In a nutshell ○ Reflection dice ○ Galloping Gallery ○ Success criteria ○ Hot/cold tasks 	<p>Assessment methods (Product focus; written, recorded, performed)</p> <ul style="list-style-type: none"> ● Testing ● Marking to Symphony grades (KS1 & KS2) ● Time limited tasks ● Closed tasks ● Formulated tasks
<p>Pedagogy A range of teaching methods should be adopted as pupils learn in a variety of ways.</p>	<p>Pedagogy A range of teaching methods should be adopted as pupils learn in a variety of ways.</p>

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<ul style="list-style-type: none"> ● Shared learning objectives/intentions ● Variety of different questions ● Modelling ● Scaffolding ● Demonstrating ● Explaining ● Differentiation ● Exemplification of standards ● Shared criteria for the next step ● Shared involvement/construction of an activity ● Guided tasks ● Independent working ● Collaborative working and partnerships ● Qualitative recording, e.g. marks ● Pupil self-evaluation 	<ul style="list-style-type: none"> ● Preparation and rehearsals ● Adapting to the expected 'test routine' ● Variety of different test questions ● Revision ● Test techniques ● Timed activities ● Independent working ● Undifferentiated tasks e.g. KS2 tests ● Tiered tasks/tests e.g. KS1 papers ● Quantitative recording e.g. marks, grades
<p>Evidenced by</p> <ul style="list-style-type: none"> ● Reflection ● Drafting/editing ● Revisiting ● Exploration ● Interaction and collaboration ● Talking ● Pupils' self-evaluation ● Pupils' improved self-esteem 	<p>Evidenced by</p> <ul style="list-style-type: none"> ● Pupils finished product, (written or verbal) ● Observational assessment (observing a pupil show their knowledge and understanding).

Appendix 2 - Assessment Model

Curriculum Coverage:

Long term planning - Schemes of Work in core and foundation curriculum areas

Medium term planning - Identifies key skills, learning objectives and assessment foci

Short term planning - Outlines planned work

- Identified key skills
- Identifies specific assessment opportunities
- Builds upon prior assessment
- Includes opportunities for deep marking

Recording of assessment

All SATs, teacher assessments (core subjects) and standardised test results are recorded on system for Y6 and manually for other year groups. They are monitored by Year Group Leaders and the school leadership team.

Individual records

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- Attainment in foundation subjects will be noted in end of year reports to parents.
- Half-termly teacher assessments in core subjects to be updated on the pupil recording sheet.
- Targets for reading, writing and maths Symphony grades to be made for each child at the beginning of the academic year, and recorded on the school tracking system.

Class/Group records

- Class tracking records include identification of significant progress/problems.
- Symphony assessments for reading, writing and maths (completed at the end of a unit)
- Symphony assessments for foundation subjects (annually - June).
- End of unit assessments (as appropriate).
- Guided/Individual reading records, with comments related to assessment foci.

Assessment outcomes

- The school leadership team & Year Group Leaders analyse SATs results and discuss with staff to inform teaching and learning.
- All assessment outcomes, including standardised test results, are used to inform future planning with all gaps in learning addressed.
- Identify performance management pupil progress targets.
- Inform provision mapping.

Appendix 2 Assessment Timetable

YR	Autumn Term	Spring Term	Summer Term
N	<ul style="list-style-type: none"> ● Baseline assessment carried out and recorded on SIMs ● Continuous on-going assessment via observational assessment 	<ul style="list-style-type: none"> ● Continuous on-going assessment via observational assessment ● Assessment against Early Learning Goals to gather evidence to determine whether a pupil in 'on-tack' or 'not on-track' 	<ul style="list-style-type: none"> ● Continuous on-going assessment via observational assessment ● Assessment against Early Learning Goals to gather evidence to determine whether a pupil in 'on-tack' or 'not on-track'
R	<ul style="list-style-type: none"> ● Baseline assessment carried out and submitted to on the Reception Baseline portal ● Assessment against Early Learning Goals to gather evidence to determine 	<ul style="list-style-type: none"> ● Assessment against Early Learning Goals to gather evidence to determine whether a pupil in 'on-tack' or 'not on-track' ● Phonic tracking sheet (RWInc) ● Independent Writing 	<ul style="list-style-type: none"> ● Assessment against Early Learning Goals to gather evidence to determine whether a pupil in 'on-tack' or 'not on-track' ● Phonic tracking sheet ● Independent Writing ● Phonic tracking sheet (RWInc)

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	<p>whether a pupil in 'on-track' or 'not on-track'</p> <ul style="list-style-type: none"> • Phonic tracking sheet (RWInc) • Independent Writing 		
1	<ul style="list-style-type: none"> • Conversion of grades from EYFS (ELGs/GLD) to Symphony grades • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 1/2 Common exception words • Independent writing/maths tasks 	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 1/2 Common exception words • Independent Writing/Maths tasks • 1st half term in school practice phonic screening test 	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 1/2 Common exception words • Independent Writing/Maths tasks • Phonic Screening test administered in June
2	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 1/2 Common exception words • Independent Writing/Maths tasks 	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 1/2 Common exception words • Independent Writing/Maths tasks • Mock KS1 SAT tests 	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 1/2 Common exception words • Independent Writing/Maths tasks • KS1 SATs (Reading and Maths) • Phonic Screening test administered in June of those pupils who did not meet the expected standard
3	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 3/4 Common exception words • Independent Writing/Maths tasks 	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 3/4 Common exception words • Independent Writing/Maths tasks 	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 3/4 Common exception words • Independent Writing/Maths tasks
4	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 3/4 Common exception words • Independent Writing/Maths tasks 	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 3/4 Common exception words • Independent Writing/Maths tasks 	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 3/4 Common exception words • Independent Writing/Maths tasks
5	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 5/6 Common exception words 	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 5/6 Common exception words • Independent Writing/Maths tasks 	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 5/6 Common exception words • Independent Writing/Maths tasks

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	<ul style="list-style-type: none"> • Independent Writing/Maths tasks 		
6	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • SPAG assessments • Yr 5/6 Common exception words • Independent Writing/Maths tasks 	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • SPAG assessments • Yr 5/6 Common exception words • Independent Writing/Maths tasks • Mock KS2 SAT tests 	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • SPAG assessments • Yr 5/6 Common exception words • Independent Writing/Maths tasks • KS2 SATs