

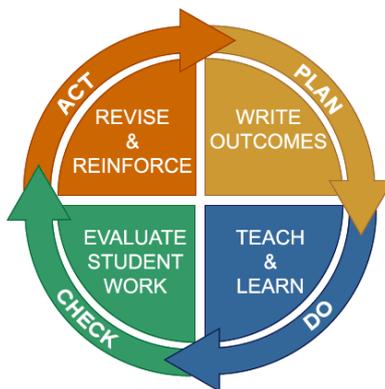
Vision

'Believe & Achieve' (Matthew 21:22)

Instil in all the balance of academic, behaviour & character skills needed to succeed; inspire all to apply these skills through positive & proactive learning opportunities; innovate our approach so all take the lead, utilise their talents and flourish.

Attainment Policy

We have high expectations of all of our learners. Through high-quality teaching and granular assessment, we aspire for all of our children to flourish and achieve their full potential. We believe assessment should enable children to be successful learners by identifying their 'stage of development and achievement' (academic, social, creative and spiritual) and developing their skills in order for them to achieve. Assessment is a progressive process which assists teachers and teaching assistants in their planning, so that each child is equipped with the skills, attitudes and abilities to succeed.



Long Term Planning must be set at the beginning of each term & shared on the [Curriculum Overview](#) via hyper links on a termly basis. In most cases this will be set by the subject lead/scheme but for some subjects-particularly English-the teacher has some input into this too. Planning will be uploaded within the first week of each term (Autumn, Spring, Summer). Sequences of Learning for all subjects and EYFS Continuous Provision [crucial for creating an engaging & effective learning environment] are shared at the beginning of each unit of work and are a working document that can/should be adapted as a result of formative assessment.³

Planning is used as part of the triangulation process for SLT & Subject Leaders and supports moderation & PPMs (Pupil Progress Meetings).

³[See Curriculum Policy](#)



Summative Assessment

Summative assessments are recorded each term for each year group (EYFS through to Year 6) on Insight Tracker: for both core and non-core subjects. Teachers use [1] WTS (Working Towards), [2] Exp (Expected) or [3] GDS (Greater Depth) on Insight Tracker to show what level each child is working at... with [0] identifying targets. Year 6 will also add standardised scores [*see below*].

Test scores are also recorded [as percentages] to assist with progress monitoring.

Reading

In Reception and Year 1, and for children who are below age-related expectations for Year 2, children are assessed using the RWI assessment system at the end of each half term. The children are then grouped according to this assessment for the RWI phonics teaching. These results are recorded on Insight. In Year 1, the children take the Statutory Phonics screening test in June. Throughout the Year the children are screened (using previous versions of National Phonics Screening Tests) and tracked. The results of these screenings are used to stream the children and to plan to address the gaps. The test is repeated in Year 2 for those children who do not achieve the required mark in Year 1. Year 6 will use previous year's SATS papers to monitor progress (inc. tracking standardised scores), as well as the statutory tests in May each year.

Results/assessments are recorded on Insight Tracker.

Writing

In EYFS, KS1 and KS2, children's writing is assessed once every term using the objectives statements on Insight Tracker. The children's final pieces of writing from the term (3 or 4 pieces) are used to assess children's grammar, spelling, handwriting and composition. These assessments are inputted directly onto Insight Tracker. They are used to help identify children's targets which are shared at parents evening and also stuck into books. Writing judgements are moderated with colleagues (both internally & externally over the academic year). Teachers analyse the writing assessments and use them to inform their planning and intervention groups.

Maths

At the end of each term, a teacher assessment is made. For children in Reception, Year 1 and Year 2 these teacher assessments are based on practical activities and the children's work in their books. The objectives on Insight Tracker are progressive and are split into three terms, matching the WRM (White Rose Maths) planning. The objectives that have been successfully achieved will be recorded on Insight Tracker and any gaps in knowledge will be the basis for future planning and intervention. In the second half of the Spring term, Year 2 children will take an end of Key Stage 1 test (previous year's SATS paper) and in the Summer term, they will undertake the optional SATS paper for the end of KS1.

In KS2, children will use LBO's 'Wayfinder' for a proportion of their maths lessons each week in order for teachers to make formative assessments alongside the work in their books. Children will use LBO to take an end of term test which correlates with WRM to check how much knowledge has been retained and applied. At the end of each full term, children in years 3-5 will be assessed using LBOs WRM aligned termly assessments. This will give teachers (and subject leader) knowledge of

strengths of areas of maths; areas for development - for both individuals, groups and across the school... forming lateral & granular information. Year 6 will use previous year's SATS papers to monitor progress (inc. tracking standardised scores), as well as the statutory tests in May each year.

Grammar, Punctuation and Spelling (GaPS)

In KS2 and for those children in Year 2 who have completed the RWI phonics programme, the Spelling Shed Programme and APP is used to assess and teach the National Curriculum Spellings. The artificial intelligence function, Mastery Zone, on Spelling Shed, is used to identify gaps in children's spelling knowledge and inform teaching and intervention.

Year 6 will use previous year's SATS papers to monitor progress (inc. tracking standardised scores), as well as the statutory tests in May each year.



Formative Assessments

Formative assessments are made frequently throughout each lesson, in every year group, and may be recorded on a whole class feedback form. These low stakes, informal and frequent assessments are used to adapt future teaching and may be carried out in the form of questioning, work in books, classroom discussions, quizzes, observations and self and peer assessments.

Each week, children from Year 1-5 will take a CLIC test and in Year 6 - a weekly arithmetic test. Children in KS2 will sit a short, weekly grammar and punctuation test. These results are added into Insight Tracker.

Children will have Knowledge Organisers at the start of each unit which they can refer back to over the course of their learning; and it can be used as low stakes knowledge checks.

Individual Needs

Identifying, assessing and monitoring children with special educational needs is the responsibility of the class teacher¹. Children working below the ARE can be assessed against the pre key stage standards using the objectives on Insight. For example, in EYFS² the 'Development Matter' statements from 0-3yrs & 3-4yrs have been included [helping the class teacher identify those smaller step progress measures in a 'lateral' manner].

When scrutinizing data on Insight Tracker, SLT and subject leads will group children in various ways (inc key groups such as Pupil Premium, SEND, LAC etc) to ensure that progress is being made by all. When considering the progress of children, non-academic barriers to learning, such as attendance, behaviour, and social and emotional well-being, will be considered - as these can significantly impact attainment. Individual support will be put in place for these children and may involve external agencies.

¹ [See SEND policy for more information](#)

² [See EYFS policy for more information](#)



Learning By Questions (LBQ): Granular Detail

LBQ [Learning By Question] allows us to use a range of questions online, across all subjects, in order to:

- Develop mastery and application
- Support learners with illustrations linking the concrete with the abstract
- Sequence tasks with increasing levels of challenge. Faster finishers are automatically moved on to questions that stretch their learning.
- Align our questions with our maths scheme (WRM: White Rose Maths)
- Give constructive feedback targets and address common misconceptions. It supports pupils to self-correct, engaging them in their own learning.
- Check for understanding whilst the lesson is in progress.
- Teach responsively, optimised through instant question-level analysis.
- Personalise learning. Tailored resources are suggested after each lesson and are suited to the individual pupil's current understanding and skill level.
- Group flexibly based on data. It prevents negative labelling and ensures interventions are relevant and responsive to each pupil's progress.
- Address gaps diagnostically, tailored to each year group's curriculum and prior learning. Pupils revisit key concepts to ensure solid foundations for progression. New curriculum objectives are incorporated in greater amounts as the year progresses.
- Give retrieval tasks on Wayfinder that are bespoke to our cohorts. Each set of 10 questions is based on the work they've actually completed in class and the amount of time that's elapsed since learning.
- End-of-block/ half-termly/ termly reviews. Regular learning checks with low-stakes assessments that are purposeful and impactful.

EYFS: Early Years Foundation Stage Assessments

Assessment is essential to ensuring children make progress. Accurate assessment relies on us getting to know our children well and understanding their achievements and interests. Practitioners draw upon their knowledge of a child to make a professional judgement about their stage of development. Discussions with parents and carers, and communication through Tapestry, also supports teachers with their assessments.

Our school refers to the guidance document 'Development Matters' which offers a top-level view of how children develop and learn and is the basis for our internal assessments and progression documents for EYFS.

The Reception Baseline Assessment (RBA) is an age-appropriate assessment of early mathematics and early literacy, communication and language. It is delivered in English and administered across a dedicated assessment week within the first 6 weeks of a pupil starting reception. The assessment has 2 components, each consisting of questions the pupil responds to by interacting with a touchscreen device, verbally with the teacher or, in some of the mathematics questions, by using toy bears. The system will mark some questions automatically. For other questions, the practitioner will need to

mark them. This depends on the type of response needed. DfE will use the data from the RBA to create primary school progress measures, which will show the progress schools make with their pupils from reception until the end of key stage 2.

As with Years 1 to 6, teachers in Reception assess the ability of each child. Daily, formative assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. The children are assessed on an ongoing basis and their levels are recorded at the end of each term on Insight Tracker. We also conduct phonics assessments each half-term which are recorded on Insight and the phonics lead monitors and moderates these.

In Autumn, Spring & Summer on Insight Tracker, we use a WRM (White Rose Maths) aligned maths assessment tracker; and a writing tracker; and Read Write inc tracker. At the end of the Reception year, we record each child's level of development against the 17 Early Learning Goals (ELG) as Emerging or Expected. We do not report an Exceeding judgement to the Local Authority but as a school we do identify children who are working beyond the EYFS. The ELG should not be used as a curriculum; they should be used as an assessment during the second half of the summer term of the reception year [as per the guidance from DfE]. This is separate to our school assessment.

Our own internal assessments are used to track progress of children and will exceed the expectations of the EYFSP - holding further detail (e.g. to be able to hold a pencil correctly; and use capital letters). This is to ensure fidelity to our phonics scheme and also to ensure that they are on track for transitioning into Key Stage 1.

Tapestry will be used as a means of communicating with parents and recording/sharing observations. It is not for assessment purposes. Assessments are recorded on Insight Tracker. At the end of the year, the Tapestry journals/accounts must be downloaded and saved on the school's purpose-created shared drive (T:Drive Tapestry). Once verified by the headteacher, they will then be emailed/shared to/with parents.

Statutory Testing

RBA [Reception Baseline Assessment]: within the first 6 weeks of starting EYFS.

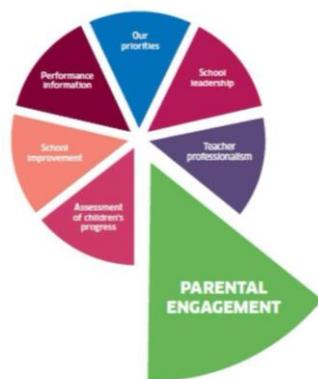
Phonics Screening Check: Year 1 pupils take a phonics screening check to assess their ability to decode words using phonics in June.

Key Stage 1 Assessments: Now an optional assessment to help inform Teacher Assessment - in Year 2, children undertake assessments in reading, writing, grammar, maths, and science in May.

Multiplication Tables Check (MTC): Year 4 pupils take a multiplication tables check to assess their recall of multiplication facts in June.

Key Stage 2 SATs: Year 6 pupils take SATs - formal assessments in English, maths, and science. These tests are used to create school performance tables. Administered in May.

For further information, [see Statutory Assessment & Reporting Policy](#)



Reporting to Parents

Parents receive two Parent/Pupil Progress Meetings [in Autumn & Spring terms] to discuss progress (inc. sharing attendance and behaviour insights) and one written report a year. In the reports the teacher will refer to the progress a child has made and if they are at the expected level for a child of their age. Parents of children in the Reception class receive a report based on the Early Learning Goals in the Foundation Stage Profile and for KS1 and KS2 the reports are based on the National Curriculum.

Reports are built over the year using the assessment information uploaded onto Insight Tracker with the final written report being prepared using the Insight Tracker templates. Reports include KS2 SATs results, MTC (Multiplication Timestable Check) scores, phonics screening score and ELG (expected or emerging).



Moderation & Validation

We have a strong internal moderation process and teachers meet regularly to ensure validity of assessments. Teachers have formal opportunities to agree assessment judgements with others (inc. colleagues from other schools); in addition to daily informal conversations. During moderation meetings we discuss the development of an individual child, or group of children. The discussion also includes reference to the three Characteristics of Effective Learning. External moderators may be sought to help validate assessments and for teacher CPD (Continued Professional Development).



Monitoring and Impact of Assessments

SLT are responsible for the overall tracking of all children's attainment. Subject leaders should also be aware of the % on track for each class in their subject and those working at GDS (as well as the areas of strengths; and areas for development). SLT will monitor data - alongside children's work samples - on a termly basis during PPMs (Pupil Progress Meetings). This will include monitoring of the validity and reliability of assessments and checking levels awarded are consistent throughout the school. Actions will be put in place for those pupils who are not making the expected progress. This will include planning & implementing intervention, deploying support staff where the needs of the children are; and quality first teaching approaches.

Other Policies & Documents To Refer To In Conjunction With This Policy:

- [Feedback & Marking Policy;](#)
- [SEND Policy;](#)
- [EYFS Policy;](#)
- [Statutory Assessment & Reporting Policy;](#)
- [Curriculum Policy](#)

POLICY WRITTEN: July 2025

Support for using Insight Tracker

https://docs.google.com/document/d/1N3OKFXg1EZxyNWHSnmReq_klw5HePGOk/edit?usp=sharing&oid=116251054741689972871&rtpof=true&sd=true