



Southglade Primary
& Nursery School

**Southglade Primary and Nursery School
Assessment Policy
Autumn 2025**

Rationale:

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as:

“The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go next and how best to get them there.” (Assessment for Learning: Assessment Reform Group 2002)

Dylan Wiliam states:

“The teacher’s job is not to transmit knowledge, nor to facilitate learning. It is to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learner and their peers to ensure that learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is indeed the bridge between teaching and learning.” (Dylan Wiliam, Embedded Formative Assessment)

Aims:

- To gather information about the performance of individual children, cohorts and groups in order to inform target setting and monitor progress.
- To provide information to inform the school’s strategic planning.
- To gather information to support the planning of teachers within the school setting.
- To track individual, group and cohort progress.
- To allow children to be informed about their progress and their next steps in learning.
- To identify weaknesses and gaps in learning which can be tackled to accelerate progress.
- To keep the governing body informed of the school’s progress and attainment standards within the school.
- To keep parents and carers informed of their child/ children’s progress throughout their time at Southglade Primary School.
- To compare standards in attainment and progress between Southglade Primary School and local and national expectations.

Our School Ethos

- To encourage children to believe they can achieve anything and have the confidence to make mistakes.
- To have respect for everyone.
- To make everyone feel valued.

Our school code of conduct is based upon RESPECT.

Responsibility

Empowerment

Safe

Perseverance

Empathy

Consideration

Tolerance

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children progress understood and monitored.

Assessment should be incorporated systematically into teaching strategies in order to understand simply what children know and what they need to do next in order to further improve.

Types of Assessment

Formative Assessment:

'Formative assessment' describes all those processes by which teachers and learners use information about student achievement to make adjustments to the students learning that improve their achievement. It's about using information to adapt teaching and adapt the work of the students to put their learning back on track - if you like, to make sure that the learning is proceeding in the right direction and to support that learning. It's what happens when teachers don't just lecture students and rattle through the material until you get to the end and ask them if they've understood it okay - it's constantly making those adjustments. Formative assessment is the bridge between teaching and learning.

Summative Assessment:

Summative assessments are used to sum up or summarise students learning at the end of a set period. It looks backwards at what children have learnt and is usually measures against clearly defined standards.

Diagnostic Assessments:

These are usually pre-assessments so that staff can assess a student's strengths and weaknesses or a cohorts' and then plan an appropriate response.

External Assessment: Statutory Assessments

Foundation Stage:

The Reception Baseline Assessment (RBA) is completed within the first six weeks of a child starting reception.

It is an assessment of early mathematics, literacy, communication and language. The assessment has two components, each consisting of practical tasks using physical resources which have been provided to all schools. There is an online scoring system. The RBA is used to create school-level progress measures for primary schools, which will show the progress pupils in a school make from reception until the end of key stage 2.

In the final term of the Reception year, normally not later than the 30th June, the EYFS profile must be completed for each child. The EYFS profile is a statutory assessment of children's development at the end of the early years foundation stage, and is made up of an assessment of the child's outcomes in relation to the 17 early learning goals (ELGs).

Teachers use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do. Each child is assessed as either meeting the ELG (Expected) or not meeting the ELG (Emerging).

The main purpose of the profile assessment at the end of the EYFS is to support a successful transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and year 1 teachers. This should help to plan the year 1 curriculum to meet the needs of all children. The EYFS profile is also used to inform parents about their child's development.

Year 1:

In June, each child in year 1 has a national phonics screening check where they read 40 words- a mixture of real and nonsense words. If the children do not pass this phonics screening check, they will be re-assessed in Year 2 and all subsequent years until they pass the test. Extra intervention groups are set up for the children who did not pass the test. Practise screening tests are used periodically during the academic year.

Year 2:

Children can take a range of externally set papers- these are non statutory. Tests take the following form:

Mathematics: 1 arithmetic paper and 1 reasoning paper

Spelling, punctuation and grammar paper: 1 spelling paper and 1 paper testing a wide range of grammar, punctuation and vocabulary work (optional test)

Reading: 2 reading comprehension papers

Writing: continual assessment

These papers are internally marked and raw scores are converted into standardised scores by school staff; these standardised scores are collated and used to inform the school's teacher assessments as one piece of evidence towards the relevant criteria. However, the standardised scores are only one piece of evidence. Southglade Primary School values the importance of a range of assessment types- both formative and summative.

Year 2 teachers no longer submit teacher assessments in June in English (reading, writing), Mathematics and Science. Ks1 SATS are used to inform and support staff with making their internal judgements in the same way that other year groups use NFER papers.

- Below the expected standard (BLW)
- Working towards the expected standard
- Working at the expected standard
- Working at a greater depth than the expected standard

Parents will be informed of their child's teacher assessment in all subject areas in their end of year school reports.

Year 4 Multiplication Screening

From the 2021/22 academic year, the multiplication tables check (MTC) is statutory for all year 4 pupils registered at state funded year 4 schools, special schools or academies. The MTC is an on screen assessment designed to determine whether pupils are able to fluently recall their multiplication tables up to 12, through a set of timed questions. The assessment consists of 25 questions with 6 seconds assigned to each question with 3 practise questions.

Year 6:

Children take a range of externally set and marked tests during the Summer Term of their final year at Southglade Primary and Nursery School

Mathematics: a timed arithmetic paper (30 minutes) and 2 reasoning papers (40 minutes each)

Reading: A comprehension paper (60 minutes)

Spelling, punctuation and grammar paper: grammar (45 minutes) and spelling (15 minutes)

These papers are externally marked and a raw score is then converted into a standardised score, where 100 is average. Parents will be informed of what their child's standardised score is whilst progress from the end of ks1 to the end of ks2 will be measured using end of ks1 APS scores and comparing them to the national average standardised scores for that group of pupils.

A teacher assessment judgement will continue to be made for writing using the terms: working towards the expected standard, working at the expected standard and working at a greater depth than the expected standard. There are also further standards that are standards 1-6 for children who are working at the pre key-stage standards. A teacher assessment for all pupils will also be submitted in Science. However, teacher assessments are only needed for pupils who are not sitting the SATS in reading and in maths; the relevant statements then are standards 1-6.

Teacher assessments are submitted to the Local Authority in June and are reported to parents in July. To ensure robust writing teacher assessments, the LA will externally moderate each school's writing judgements on a 4 year cycle – this cycle will be more frequent if there have been concerns about judgements made, there are new staff in Year 6 or if the school is in requires improvement or special measures. Schools will be informed if they are chosen for writing moderation in the week before the end of the Spring Term with moderation taking place in the first 2 weeks of June. Pupils are randomly selected by the external moderator and a discussion will take place regarding the judgements made by the Year 6 teachers.

Reporting to Parents at the end of KS2:

Year 6 parents will receive the following information in their child's school report:

1. Their child's standardised score in reading, GPS and mathematics and whether this translates to the expected standard (EXS), greater depth (GDS) or has not met the standard of the test (HNM)
2. Their child's teacher assessment judgement in writing
3. Their child's teacher assessment judgement in reading, mathematics and science.

Southglade Primary School- Assessment Framework

Term	F1/2	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	Reception Baseline Autumn Data	TA in R,W and M Phonics screening practise	NFER Termly Tests TA in writing	NFER Termly Tests TA in writing	NFER Termly Tests TA in writing	NFER Termly Tests TA in writing	KS2 National Curriculum Tests TA in writing
Spring	Spring Data linked to ELG Goals	NFER Termly Tests TA in writing	NFER Termly Tests TA in writing	NFER Termly Tests TA in writing	NFER Termly Tests TA in writing	NFER Termly Tests TA in writing	KS2 National Curriculum Tests TA in writing

Summer	EYFS profile completed	NFER Termly Tests Phonics Screening	KS1 National Curriculum Tests (optional and no longer statutory)	NFER Termly Tests	NFER Termly Tests MTC check	NFER Termly Tests	KS2 National Curriculum Tests
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NFER termly tests are used to support class teachers between y1 and y6 with making their judgements in reading, maths and grammar. In 2025-26 grammar spelling will also be assessed using NFER style papers.

Teacher Assessment Codes

<u>BLW</u>	<u>WTS</u>	<u>WTS+</u>	<u>EXS</u>	<u>EXS+</u>	<u>GDS</u>
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On our data management system (Arbor) the above codes are used between F1 and Y6.

These codes refer to where a child is related to the time of the year. A child who is assigned the EXS assessment is working at a level that is expected for the time of year rather than the end of year standards.

Foundation Stage

In the Foundation Stage we use a range of strategies to gather information about the children's learning and development. This information is used to inform planning and ensure that we are meeting the needs of all learners.

As each child starts in Nursery or F2 an internal baseline assessment is made and then all children are assessed again at the end of each term, in order to track progress.

These assessments are moderated within the Foundation Stage Team, and also with other local schools, and where appropriate the year 1 team and Senior Leaders.

Each child has a 'Learning Journey' folder which includes some observations, samples of work from different curriculum areas and contributions from parents and the children themselves about their learning. The Learning Journeys are started as soon as children enter the Foundation Stage.

Each term every child is a "focus child", and all staff take time to make observations and work with that child on their Next Steps, to build up a profile for their Learning Journey. At this time there is also a parent consultation to gain additional information about each child's stage of development. The 2simple Evidence Me programme is also used to take photographs of and make observations about key moments in a child's learning. These are shared with parents via email.

Foundation 1

The children are assessed within 3-6 weeks of starting Nursery. This provides a baseline from which progress is measured. Interventions, including Speech and Language Therapy, are planned based on these assessments. The progress of children with Special Educational Needs, boys and girls and Disadvantaged children is also tracked in order to identify any gaps. Interventions are then put into place in order to close these gaps. At the end of the year, final scores are analysed to inform provision in the Nursery and also to plan interventions for the children as they enter F2.

As children leave the Nursery parents are given a written report with scores and commentary to show their child's progress in the prime areas of learning.

Foundation 2

For those children coming from our Nursery the end of year scores are used as the start of F2 baseline. We also complete our own baseline assessment by Autumn half term, for any children who are new to our school.

As in F1 ongoing data is analysed and appropriate interventions planned.

Progress in phonics is assessed each half term, using Little Wandle Scheme assessments, and this information is used to group the children and to plan for daily teaching sessions and additional "Keep up" intervention groups.

In the Summer term of F2 a Profile is completed for each child to assess whether they have reached the Early Learning Goals (Expected), are working beyond the ELGs (Exceeded) or have not yet reached them (Emerging).

Profile scores are moderated with the FS team, other local schools, Year 1 teachers and Senior Leaders. External moderation is also organized by the local authority.

The Profile results are shared with parents along with an end of year written report on the child's development in relation to the Areas of Learning and Characteristics of Effective Learning.

NFER Tests in Reading and Maths Y1-Y6

NFER Score	Code to Use
131-140	GDS+
116-130	GDS
111-115	EXS+
95-110	EXS
90-94	WTS+
70-89	WTS

Children who are assigned a BLW code will not be expected to sit the NFER tests. The NFER test scores are used to offer staff strong guidance for the teacher assessment that they will place onto SIMS. There will be some circumstances where there may be a mismatch

between a child's test score and the teacher assessment code- these should be raised by class teachers with their Phase Leader, Maths and English leads, Assessment Lead or Headteacher.

Children in Y6 will sit KS2 National Curriculum Tests at various points during the year and these scores will be used to help inform teacher assessments.

Writing Assessments

<u>BLW</u>	<u>BLW+</u>	<u>WTS</u>	<u>WTS+</u>	<u>EXS</u>	<u>EXS+</u>	<u>GDS</u>	<u>GDS+</u>
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Year 6 and Year 5

Anyone working on the key stage 2 curriculum is WTS or better.

The child can access their year group curriculum and learning objective with scaffolds, additional resources, and differentiation and has the same outcome at the end.

WTS+ are the children who are just below where they should be and with additional support / intervention you hope will accelerate to EXS by the end of the year. This will be a small number of children. Children at EXS+ are very strong EXS children who with intervention may accelerate to GDS. Again, this will be a small group of children.

Year 4 and Year 3

Any child who is working towards the end of unit task even with scaffolds, differentiation, pre-teach, TA support is working at WTS or higher. Children with a completely different task and a bespoke objective is BLW.

WTS+ are the children who are just below where they should be and with additional support / intervention you hope will accelerate to EXS by the end of the year. This will be a small number of children.

Children at EXS+ are very strong EXS children who with intervention may accelerate to GDS. Again, this will be a small group of children.

Year 1 and Year 2

Anyone working on the key stage 1 curriculum even with scaffolds, differentiation, teacher/ TA support is working at WTS or higher. Children with a completely different task and a bespoke objective is BLW.

WTS+ are the children who are just below where they should be and with additional support / intervention you hope will accelerate to EXS by the end of the year. This will be a small number of children.

Children at EXS+ are very strong EXS children who with intervention may accelerate to GDS. Again, this will be a small group of children.

Assessment in writing will be partly based on writing that has undergone an editing process in line with the school’s editing policy. Subsequently a final version will then be produced – after a child’s independent edits- and placed in Southglade Primary School’s Published Writing book for each child. Writing judgements will then be assessed against an assessment checklist, linked to brick walls, with this evidence eventually being collated on a child’s writing checklist. Writing that hasn’t undergone the editing process will also be used for assessment purposes- a similar task will be set following the completion of a unit of writing to provide further evidence towards making a teacher assessment

Assessment strips for writing will be stuck into English books follow the completion of a piece of work.

Year 6 Writing Assessment	
Working at the expected standard	Working at Greater Depth
Write in the appropriate form for audience and purpose and organise ideas into paragraphs	
Select vocabulary and sentence structures that match the formality of the text type	
Use the correct tense consistently.	
Use adverbial phrases to add detail and use to link between sentences and paragraphs with precision.	
Use expanded noun phrases to add detail, clarity and precision.	
Use subordinate conjunctions and clauses- front embedded.	
Use multi-clause sentences. (A sentence with 2 or more clauses eg. A subordinate clause opener, 2 clauses joined by a conjunction etc.)	
Use adverbs to add detail and clarity. (Eg. Quickly, slowly, daily, still, often, repeatedly etc.)	
Use a range of cohesive devices including pronouns, conjunctions and synonyms.	
Use preposition phrases to add detail and clarity. (under, over, near, next, around etc.)	
Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction and possession.	
Use commas for clarity.	
Spell most or all words correctly within the statutory word lists.	
Use correct homophones and spell most words with silent letters	
Maintain legibility, fluency and speed in handwriting	
Use single clause sentences for effect. (short and snappy sentences)	
Use relative clauses within my sentences starting with who, which, where, when, whose and that (My mum, who is lovely, cooked dinner for me.)	
Use some linking words/phrases, including adverbials, between sentences and paragraphs. (e.g., First, then, after, while, significantly, likewise, for instance etc. as well as repetition and ellipsis)	
Use the active and passive voice.	
Use modal verbs. (e.g., Can, could, should, would)	
Use inverted commas, commas for clarity and brackets, dashes and commas for parenthesis, mostly correctly	
Use dashes, colons and semi-colons to separate clauses and some huphtens	
Use colons and semi-colons in a list.	
Use inverted commas mostly correctly including correct punctuation of dialogue in a narrative.	
can write for a range of purposes and audiences	
Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.	
Select verb forms for meaning and effect.	
Use the full range of punctuation taught at KS2 including colons and semi-colons to mark the boundary, between independent clauses, mostly correctly.	

Above is an example of a Y6 writing assessment strip. Teachers are no expected to make a judgement based on a single piece; instead they should look at the range of pieces produced by a child or children in their classes. They should also work alongside their year group partners to make robust and consistent judgements.

Moderation:

A rigorous moderation schedule ensures that teacher assessment judgements are robust and accurate.

Writing moderation occurs in phase meeting time as does maths and reading moderation. School staff are encouraged to moderate together closely as well as working with colleagues from other year groups across the school. The Aspire Group also organise moderation events to help standardise judgements across the local family of schools. External moderation -as detailed earlier- ensures that externally reported data is accurate and robust.

In Reading and Mathematics children are picked at random by co-ordinators or members of the SLT. Furthermore, if there is a mismatch between the scaled score and teacher assessment then this will be examined in more detail via professional dialogue with the class teacher

Teachers also work regularly across their year groups to ensure continuity in their judgements between parallel classes. If a child is working at a significantly lower level than their peers, teachers at Southglade Primary School will work closely with staff from other phases and year groups that their own.

Targets:

Targets for each child are set at the start of the year and these are monitored by the Senior Leadership Team during termly pupil progress meetings. Children who are identified as not making progress, or are in danger of not making progress, are highlighted and interventions are put in place through liaison with the SENCO and the HLTA with responsibility for interventions.

Analysis:

Data placed on the school tracking system is analysed by the Assessment Co-ordinator and trends and key findings are used to set school improvement priorities, inform whole school planning, INSET and staff development.

Data is analysed in terms of a variety of groups:

- Whole cohorts
- Gender
- Disadvantaged and other
- SEN
- EAL
- Ethnicity including white british

Data is analysed in terms of % at ARE (age related expectations and also in terms of progress- steps in learning over the year) and at above ARE. Data is also analysed to assess the % of children on track to reach their end of year predictions. Progress is also measured using point scores and NFER scaled scores.

Assessment of Special Needs Children:

Many children with special educational needs will be assessed in the same way as described above. However, some children with learning needs will be assessed using a scheme called B Squared.

This will be for children working Pre-Key Stage in Y4, Y5 and Y6, at Y1 level or lower in Y3 and Pre-Key Stage in Y1 and Y2.

Assessment

Pupils with SEND will be assessed in line with school policy and their progress will be monitored accordingly. However, for some children with SEND the steps between the year group objectives will not be achievable. Therefore, those children will have a personalised curriculum planned to enable them to achieve and make small steps of progress. B Squared Primary Steps, Early Steps or AET Framework will be used to monitor and track progress. Progress will be monitored and new targets set regularly by the class teacher. Progress within a personalised curriculum will be discussed at Individual Education Plan (IEP) review meetings.

At the end of Key Stage 2 (Year 6), children sit National Curriculum Tests to measure attainment. Some pupils including those with SEND may be working below the standard of the test and will be unable to participate using the regular access arrangements. The Headteacher will make the decision, in consultation with parents and other professionals, as to whether or not a child takes the tests.

Some pupils may require additional Access Arrangements to enable them to participate in the tests.

Those pupil may be:

- Pupils with a hearing or visual impairment;
- Pupils who use sign language;
- Pupils with an EHCP;
- Pupils receiving SEND support whose learning difficulty or disability affects their ability to access the tests;
- Pupils with a physical disability;
- Pupils who are unable to sit for long periods because of social, emotional or behavioural difficulties;
- Pupils with limited fluency in English.

Access Arrangements will be based primarily on normal classroom practice for pupils with specific needs. They will never provide an unfair advantage.

School will consult the following when making decisions about eligibility to access arrangements:

- Key Stage 2 Tests: test administration guidance (TAG) updated annually
- Assessment and reporting arrangements KS2 updated annually
- KS2 tests – how to use access arrangements (www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements)

Assessment of EAL Pupils

EAL pupils are assessed as being Category A, Category B, Category C, Category D and Category E.

Category A: New to English

Category B : Early acquisition

Category C: Developing competence

Category D: Competent

Category E: Fluent

Assessment in Foundation Subjects



Assessment of the foundation subjects at Southglade



Above highlights the assessment expectations for a range of curriculum subjects including: Science, History, Art, DT, RE and Geography. End of year assessment judgements will be placed onto Arbor using the same codes as in English and Maths. Further details can be found within individual subject policies.

