

# **Gresham Primary School**

## **Assessment Policy**

December 2024

# **Part 1 Statutory Assessment**

## **Contents:**

### **Statement of intent**

- 1. Legal framework**
- 2. Roles and responsibilities**
- 3. Accountability measures**
- 4. Test participation**
- 5. Multiplication tables check (MTC)**
- 6. Preparing test administrators**
- 7. Demonstrating correct test administration**
- 8. Maladministration**
- 9. Receiving and storing test materials**
- 10. Preparing to administer tests**
- 11. Administering the tests**
- 12. Administering the Optional KS1 English reading tests**
- 13. Administering the Optional KS1 maths tests**
- 14. Administering the Optional KS1 English grammar, punctuation and spelling tests**
- 15. Administering the KS2 English grammar, punctuation and spelling tests**
- 16. Administering the KS2 English reading test**
- 17. Administering the KS2 maths tests**
- 18. Problems during the tests**
- 19. After the tests**
- 20. KS1 marking**
- 21. External moderation**
- 22. Results and reporting**
- 23. Keeping and maintaining records**
- 24. Publishing assessment results**

## **Statement of intent**

At Gresham Primary School, we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individuals' needs, so that support can be implemented.
- Involving all staff, pupils and parents in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets that are specific, measurable, achievable, realistic and time-bound (SMART).
- Acknowledging achievement.
- Working with other agencies as needed.
- Providing equal opportunities for all.

The process of assessment is central to helping pupils progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

We use assessments to inform whole-school objectives and training – we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

## 1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The General Data Protection Regulation
- The UK General Data Protection Regulation (UK GDPR)

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- DfE (2022) 'Primary accountability measures – update'
- DfE (2021) 'What academies, free schools and colleges should publish online'
- DfE (2021) 'What maintained schools must publish online'
- STA (2021) '2022 Key stage 1 assessment and reporting arrangements (ARA)'
- STA (2021) '2022 Key stage 2 assessment and reporting arrangements (ARA)'
- STA (2022) 'How to keep test materials secure'
- STA (2019) 'How to report maladministration at key stage 1 and key stage 2'
- STA (2022) 'Key stage 1: test administration guidance'
- STA (2022) 'Key stage 2: test administration guidance'
- STA (2022) 'Multiplication tables check: administration guidance'
- STA (2022) 'Phonics screening check: administration guidance'

This policy operates in conjunction with the following school policies:

- Equal Opportunities Policy
- EYFS Assessment Policy
- Behavioural Policy
- Records Management Policy
- Data Protection Policy
- Marking and Feedback Policy

## 2. Roles and responsibilities

The governing board is responsible for:

- The overall implementation of this policy.
- Ensuring that this policy does not discriminate against pupils, in accordance with the school's Equal Opportunities Policy.

The headteacher is responsible for:

- Ensuring that the requirements of the ARA are implemented in the school.
- Ensuring that teachers and other staff comply with the ARA.
- Ensuring that the deadlines in the ARA are met.

- Identifying which pupils will take the phonics check and the KS1 and KS2 tests.
- Considering whether any pupils will need braille versions of the phonics screening check.
- Considering whether any pupils will need modified versions of the phonics screening check and downloading them.
- Ensuring that the phonics screening check is administered once per pupil.
- Ensuring that pupils' responses to the phonics screening check are scored accurately and consistently.
- Ensuring that any pupils who do not meet the 'expected standard' in phonics continue to receive support.
- Following the annual statutory data collection requirements by submitting phonics screening check results to the LA for all eligible pupils, by the LA's deadline.
- Keeping all test materials secure and treating them as confidential.
- Ensuring that test administrators are appropriately trained.
- Ensuring pupils have the correct test materials and equipment.
- Ensuring access arrangements are used correctly.
- Ensuring the English reading and maths tests are administered during May.
- Ensuring that the specific content of test materials is not used to prepare pupils taking the tests in later sittings.
- Ensuring pupils' responses are marked accurately and consistently.
- Notifying the STA of any issues that may have affected the security, confidentiality or integrity of the tests.
- Ensuring that the results for English reading and mathematics are used to inform teacher assessment judgements and submitting data to the LA.
- Completing and submitting the phonics screening check and KS1 and KS2 headteacher's declaration form (HDF) by the specified deadlines.
- Ensuring all staff are fully informed of the KS2 test timetable.
- Explaining to all staff, participating pupils and their parents how the tests will be administered.
- Ensuring sufficient staff are available to administer the tests.
- Understanding what to expect from a monitoring visit.
- Ensuring the tests are administered according to the published guidance, including in relation to access arrangements.
- Submitting aid notifications and notification of pupils identified as having cheated on the [Primary Assessment Gateway \(PAG\)](#), if required, before submitting the HDF.

Test administrators are responsible for:

- Adhering to the provisions outlined in this policy.
- Reading and understanding all the relevant guidance, including, but not limited to, those identified in the '[Legal Framework](#)' of this policy
- Reporting any attempts of cheating to the headteacher.
- Reporting any maladministration incidents to the headteacher.

- Understanding what equipment is permitted in each test.
- Understanding what assistance is permitted in each test.
- Ensuring the security and safety of all test materials.

Pupils are responsible for:

- Completing the phonics check and KS1 and KS2 tests to the best of their ability.
- Submitting their own work and not cheating on the tests.
- Engaging fully in the assessment process and following assessment rules.
- Bringing the required equipment for each test.

### **3. Accountability measures**

The headline attainment and progress measures that the school is held to account for, and that are included in the national performance tables, are as follows:

- The percentage of pupils achieving the expected standard in English reading, English writing and mathematics at the end of KS2
- Pupils' average scaled score in English reading at the end of KS2 and mathematics at the end of KS2
- The percentage of pupils who achieve at a higher standard in English reading, English writing and mathematics
- Pupils' average progress in English reading, English writing and mathematics

The school will not share individual pupil progress scores with pupils or parents.

The school will not use 'flight paths', where pupils are told the levels they will achieve based on the performance data of pupils with similar starting points in previous years, as a valid progress prediction.

The school will not predict pupil or school-level progress scores in advance of official provisional data being made available each September.

When comparing with other schools or public groups, the school will account for the progress score and confidence interval for the school.

In limited circumstances, the school may request that a pupil be omitted from performance measures, e.g. if a pupil has recently moved from overseas.

There are a number of circumstances where a pupil's results will not be included in the progress measures, but will be included in the attainment measure as 'not meeting' the expected standard. These circumstances include the following:

- Pupils who are working at the standard of the tests, but who have no test data in English reading or mathematics, e.g. due to absence
- For pupils who have moved school between KS1 and KS2, the DfE will retrieve and include data in the progress calculation
- Pupils who have no KS1 data

## 4. Test participation

The headteacher's decision regarding test participation is final.

### Phonics screening check

All pupils who will reach the age of 6 before the end of the school year will complete the check, including pupils who join the school just before or during the check window, unless they have no understanding of grapheme-phoneme correspondences.

Pupils who will reach the age of 7 before the end of the school year will be required to complete the check if they:

- Did not take it in Year 1.
- Took the check in Year 1 but did not meet the expected standard.
- Started school in Year 2.

Pupils' common transfer files (CTF) will include information about whether a pupil joining the school in Year 2 met the expected standard in Year 1. If this information is not included, the headteacher will contact the LA or log in to Get information about pupils via [DfE Sign-in](#) to search for the pupil using their unique pupil number.

Where there is any uncertainty about whether a pupil has completed the check in Year 1, they will take the check in Year 2.

If a pupil is absent during the check week, the school will administer the test upon their return, if it falls within the check window. Pupils that are absent during the full check window will be recorded as absent in the results data.

Where the headteacher decides that a pupil should not take the check, they will explain their reasoning to the pupil's parents, providing documentary evidence where appropriate.

Where pupils are unable to access the check, teachers will be aware of their progress in phonics so that they can plan the next steps in teaching.

If a pupil shows no understanding of grapheme-phoneme correspondences, they will not be required to complete the check.

If a pupil has limited fluency in English, the headteacher will decide if they should take the check. Pupils who have recently moved to the UK and do not understand letters and sounds in English will not take the check.

The headteacher will consider whether it is appropriate for pupils who use British Sign Language, or another sign-supported communication to spell out individual letters but are not using phonics in the sense of linking letters and sounds, to take the check.

Pupils who are selectively mute will be unable to participate in the check if they do not give verbal responses in school – the pupil will be recorded as 'D'.

Selectively mute pupils may be able to demonstrate their knowledge informally at home with a family member who can discuss the outcome with a teacher; however, to avoid a potential security risk, this arrangement will only take place after the check period ends.

## **KS1**

Pupils who have completed the KS1 programmes of study and are working at the overall standard of the tests will be required to complete the Optional KS1 tests.

Pupils considered able to answer the easiest questions will be entered for the tests at KS1.

The headteacher will not enter pupils in the tests if:

- They have not completed the relevant KS1 programme of study.
- They are working at the pre-KS1 standards or P scales.
- They are working at the standard of the KS1 tests but are unable to participate, even with suitable access arrangements.

The [pre-key stage standards](#) will be used to provide a statutory assessment for pupils engaged in subject-specific study and who are working below the standard of the tests.

- Where the headteacher decides that a pupil should not take the tests, they will:
- Discuss the pupil's circumstances and needs with their parents and teachers.
- Consult, if appropriate, with the SENCO and other relevant individuals to consider access arrangements that may be appropriate for the pupil.

Pupils who cannot communicate in English will not take the English tests.

Teachers will work to translate the national curriculum for maths into the pupil's preferred language, and will consider which access arrangements can be used to enable the pupil to take the tests.

## **KS2**

Pupils who have completed the KS2 programmes of study and are working at the overall standard of the tests will be required to complete the KS2 tests.

Pupils considered able to answer the easiest questions will be entered for the tests at KS2.

- The headteacher will not enter pupils in the tests if:
- They have not completed the relevant KS2 programme of study.
- They are working at the pre-KS2 standards or P scales).
- They are working at the standard of the KS2 tests but are unable to participate, even with suitable access arrangements.

The [pre-key stage 2 standards](#) will be used to provide a statutory assessment for pupils engaged in subject-specific study and who are working below the standard of the tests.

Where the headteacher decides that a pupil should not take the tests, they will:

- Discuss the pupil's circumstances and needs with their parents and teachers.



- Consult, if appropriate, with the SENCO and other relevant individuals to consider access arrangements that may be appropriate for the pupil.

## **5. Multiplication tables check (MTC)**

The headteacher will:

- Register eligible pupils to take the check.
- Allow pupils to access the 'try it out' area to familiarise themselves with the check format.
- Ensure that access arrangements are provided for any pupils who require them.
- Generate a school password and pupil identification numbers (PINs) on the days the check is administered.
- Ensure the check is administered to all eligible pupils.
- Complete the HDF to confirm the check was administered in line with relevant guidance.
- Record reasons if any pupil will not be taking the check.

Rooms will be prepared for the check, including:

- Removing or covering any displays or teaching materials that could assist pupils.
- Ensuring seating arrangements will allow all pupils to work quietly and independently.
- Ensuring pupils will not be distracted by other pupils or their digital devices.
- Ensuring pupils' digital devices are switched on, charged and in good working order before pupils are admitted to the room.
- Ensuring pupils do not have anything on them which may provide them with an advantage during the check, e.g. pens, paper, calculators, mobile phones or smart watches.
- Ensuring sufficient space is provided to accommodate access arrangements.

The appointed test administrators will ensure that pupils have all the materials needed to complete the check.

The headteacher will ensure that the test administrators are:

- Familiar with the MTC guidance.
- Familiar with the digital devices being used.
- Known to pupils.
- Able to provide feedback on the process.

Pupils in Year 4 will be entered into the check, unless the headteacher decides it would not be appropriate for the pupil to participate.

Pupils will not be required to participate in the MTC if:

- They are absent during the entire check period.

- They are unable to access the check, even with suitable access arrangements.
- They are considered unable to answer the easiest questions or are working below the national curriculum expectations for Year 2 multiplication tables.
- They have arrived in school during the check window, with EAL, and there is not enough time to establish the standard at which they are working.
- They have been incorrectly registered for the check.
- They have left the school before the check period.

The school will not request permission from the STA to use any access arrangements for the MTC; however, the support given will never advantage or disadvantage individual pupils and will be based on usual classroom practice.

In order to accurately tests the fluency of pupils' times tables, additional time will not be given to complete the MTC.

The following font and background combinations will be available:

- Yellow on black
- Black on blue
- Black on peach
- Blue on cream

The font size will be increased and decreased to suit a pupil's needs.

A 'Next' button between questions will be enabled if the standard three-second pause is insufficient.

The on-screen number pad will be removed to suit individual pupils' needs.

An input assistant will be used when a pupil is:

- Unable to enter their own answers.
- Able to input their answers, but is uncomfortable when doing so.
- Very slow at inputting their answers.
- Finding it difficult to input their answers.

Input assistants will enter answers as dictated by the pupil.

Input assistants will not be another pupil, a parent, guardian or relative.

Third-party screen readers will not be used; however, a question reader function will be enabled to suit pupils' needs. An audible time alert will be enabled for pupils with visual impairments.

Pupils will be unable to pause or stop the check once it has started; however, pupils will be permitted to restart the check if they were interrupted.

If test administrators experience any IT issues during the check, they will speak to their IT support team initially. If additional advice is needed, the national curriculum helpline will be contacted on 0300 303 3013 or [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

The MTC will be introduced as consistently as possible, and the process will be explained clearly before the check is administered.

## **6. Preparing test administrators**

The headteacher will consider what staff resources are required to administer tests in school.

The headteacher will ensure that there are always at least two test administrators present, to reduce the risk of allegations of maladministration.

Test administrators will be suitably trained members of staff, e.g. the headteacher, teachers or TAs.

Test administrators' training will comprise of how tests should be administered, what assistance is allowed for different tests and how any access arrangements will be used.

If a test administrator is related to a pupil sitting the test, there will be at least one other test administrator present who is not related to the pupil.

Test administrators will be provided with:

- Section seven of the most up-to-date copy of the ARA for both KS1 and KS2.
- Sample tests and past papers.
- Information about the tests that are being administered each day, as detailed in the test timetables.
- Access arrangements guidance and which pupils require them.
- Test administration instructions and test materials, including what equipment is required, the length of the test and what assistance is allowed.
- Notes for readers in the English grammar, punctuation and spelling test.
- Guidance to prepare pupils for the on-screen marking of test scripts.

When deciding on the number of test administrators needed to maintain adequate supervision during a test, the headteacher will consider the possibility that at least one test administrator might need to leave the room with a pupil, e.g. if they are unwell.

## **7. Demonstrating correct test administration**

The headteacher will invite a governor, trusted member of the school community or a staff member from a nearby secondary school, who is not otherwise involved in administering the tests, to observe the school's administration.

The headteacher will consider whether the administration observer requires training.

Administration observers will be expected to check that:

- Test packs are stored securely in a locked cupboard and have not been opened, either before the published test date or more than one hour before the test takes place, unless the STA has approved an application for early opening.
- Pupils are suitably seated and supervised, and classroom displays have been removed or covered.
- The school is administering the tests in the order published in any statutory test timetable and access arrangements are being used correctly.
- Test scripts are collected from the test room immediately after the test and packaged securely in a locked cupboard until they are dispatched for marking.
- Any unused test papers are accounted for and stored securely.

## **8. Maladministration**

Maladministration refers to any act that affects the security, confidentiality or integrity of the tests or could lead to results that do not reflect pupils' unaided work.

The school will ensure that test administrators, participating pupils and their parents are protected from maladministration by ensuring that they:

- Understand test administration processes.
- Know the date that each test should be administered.
- Understand what assistance is allowed in tests.
- Know how any access arrangements will be used.
- Understand how timetable variations can be used.

The school will take steps to ensure that no act:

- Impacts the integrity, security or confidentiality of the national curriculum assessments.
- Could lead to results that do not reflect pupils' unaided work.
- Could lead to access arrangements, additional time or special consideration being incorrectly applied.

Reports of maladministration will be sent to the national curriculum assessments helpline by calling 0300 303 3013 or emailing [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

## **9. Receiving and storing test materials**

The headteacher will be responsible for ensuring that test materials are received and stored securely.

The SBM will ensure that the address listed on 'Get information about schools' is accurate, as the STA will send materials to that address.

The headteacher will be responsible for knowing when the school should expect to receive the materials for the tests that will be conducted.

The headteacher and one other member of staff, e.g. the SBM, will check the school's delivery against the delivery note to ensure the correct number and type of test materials have been received. If the headteacher is not available, they will delegate this duty to the deputy headteacher.

If a delivery has not arrived, is incomplete, or if test packs are unsealed or damaged on arrival, the headteacher will contact the national curriculum assessments helpline.

### **Checking test deliveries**

When a delivery arrives, the headteacher and SBM will check:

- That the school's details are correct, and that the delivery is for the school.
- The boxes for any damage.
- The number and type of test packs received against the delivery notes and annotate it accordingly.

After checks have been carried out, all boxes will be resealed and locked in a cupboard.

The headteacher will retain their annotated copy of the delivery note in case the school receives a monitoring visit.

Stationery packs will be delivered and the headteacher will be responsible for logging and opening them.

### **Security**

All test materials, including downloaded electronic versions, will be kept secure and confidential until the end of the test and check administration periods, including timetable variation periods.

The headteacher will delegate responsibility for overseeing the storage of test materials to the test administrator.

The test administrator will take responsibility for the cupboard key and logging requests for access to the materials.

Teachers and test administrators will not discuss the content of the test papers with anyone, including on social media or elsewhere online.

The headteacher will ensure that all members of staff understand the sensitivity of the test and check materials.

The test administrator will check the materials weekly to ensure that they have not been tampered with.

The test administrator will keep a chart on the door of the cupboard to record instances of access to the materials and to record the weekly security checks.

A reporting procedure will be developed in the event of a problem, e.g. a lost or stolen key.

The security of the test and check materials will be considered when the school is open to the public, e.g. a polling station or letting arrangement.

## **10. Preparing to administer tests**

The headteacher will register and confirm all pupils who are at the end of KS2 on the PAG.

Test administrators will be provided with information on which pupils require access arrangements and how the access arrangements should be implemented.

Parents, guardians and relatives will not be permitted to be involved in administering tests to pupils who need access arrangements.

Access arrangements will not advantage or disadvantage individual pupils.

The headteacher will explain to pupils and parents what support is permitted in the tests.

The school will modify test papers, where necessary, to:

- Provide pupils with test materials on coloured paper.
- Make enlarged copies of the tests; however, the school will be mindful of enlarging any maths papers that require pupils to measure a length or width.
- Prepare translations for mathematics.

Test materials will not be opened to make modifications before the first administration of a test.

The school will be responsible for ensuring that any modifications made to tests are done correctly.

Test administrators and the headteacher will consider where they will administer the tests to ensure they are quiet and appropriate.

If access arrangements are being used, test administrators and the headteacher will consider whether a different or separate room should be used for the participating pupils who require them.

To prepare the test rooms, test administrators will:

- Remove or cover any displays or materials that could aid pupils.
- Ensure seating arrangements allow all pupils to work quietly and independently.
- Make sure pupils will not be able to view each other's test papers.
- Ensure a clock is provided in the room to help pupils pace themselves.

The headteacher will write to parents to inform them of the equipment that pupils will require for each exam.

If it is normal classroom practice, pupils will be permitted to use word processors or other technical or electronic aids in the tests, provided that the functionality does not give them an unfair advantage.

Pupils will not be permitted to use a dictionary during any tests.

[Maths] Test administrators will discourage the use of additional squared paper as pupils may lose marks if they make an error or omission when they transfer their working to the test paper – unless this provision is used as part of an access arrangement.

[KS2] Test administrators will write the school's full name and DfE number on the board at the front of the test room. Pupils will be asked to copy this on to their answer booklet or test paper and any additional paper. The test administrators will also write the start and finish times of the tests on the board.

Pupils will not use glitter or coloured pens during the exam as they do not show up when they are scanned for on-screen marking; however, pupils will be permitted to use highlighters as appropriate, in accordance with normal classroom practice.

If it would be difficult to read a pupil's writing, test administrators will arrange for the pupil's papers to be transcribed.

## **11. Administering the tests**

Two members of staff, as appointed by the headteacher, will retrieve the test packs from the secure storage location.

If more than one test is scheduled to be administered on the same day, only the test packs that are ready to be administered will be collected.

The test administrators will open the test packs in front of the pupils in the test room immediately before the test – at least two members of staff will be present.

If tests are being administered in multiple rooms, the packs will be opened in one room and then pupils and the test papers will be taken to the test rooms.

Test administrators will ensure that the correct test packs are opened.

If the wrong test packs are opened, test administrators will reseal the pack and inform the headteacher, who will phone the national curriculum assessments helpline.

Where a test pack has been opened prematurely, teachers must not:

- Discuss the content of the test papers with anyone.
- Publish or discuss specific content that could compromise the test on social media or online.
- Use question-specific information to prepare pupils for the tests.

[KS2] If additional test materials are required on the day of the test, the headteacher will contact the national curriculum assessments helpline for advice – the school will not photocopy test papers without permission from the STA.

[KS1] If additional test materials are required, the headteacher will download and print them from the PAG.

[KS1] If additional modified tests are required, the headteacher will contact the national curriculum assessments helpline on 0300 303 3013 (selecting option 3).

[KS1] English grammar, punctuation and spelling test materials, including mark schemes, are only available to download from the PAG.

The school will open test materials in accordance with the published date on the front sheet of each test pack.

Test packs can be opened up to one hour before the start of the test, without approval, if:

- A written translation is required for a maths test.
- A test paper needs to be adapted to meet the needs of individual pupils.

If test packs need to be opened more than one hour early, e.g. to make modifications, the headteacher will make an application for early opening on the PAG.

[KS1] The headteacher and test administrators will agree their own timetable for the KS1 tests, taking into account any pupils requiring specific access arrangements.

[KS1] The headteacher will decide whether pupils require a break during the test.

[KS1] Test papers can be administered to the whole class, groups of pupils or individual pupils – the headteacher will decide.

[KS1] Each subject has two papers that will be administered in order; however, they might not be administered on the same day.

[KS1] Pupils will only be permitted to take each test once.

## **12. Administering the Optional KS1 English reading test**

This test will consist of:

- Paper one: combined reading prompt and answer booklet.
- Paper two: reading booklet and reading answer booklet.

### **Paper one: combined reading prompt and answer booklet**

This paper will consist of a combined reading prompt and an answer booklet.

The test will take approximately 30 minutes, but it will not be strictly timed.

The paper includes a list of useful words and some practice questions to introduce pupils to concepts and question types. Test administrators will allow approximately 15 minutes before the test begins to go through the useful words and practice questions with pupils.

Each pupil will need a blue or black pen or a pencil for this exam – pupils are responsible for bringing these materials.



Pupils will be permitted to use monolingual English electronic spell checkers, provided they do not give definitions of words.

Pupils will be permitted to use highlighters, if this is normal classroom practice.

Pupils will not be permitted to use a dictionary.

The test will not be read to individuals or a group, except for the practice page and practice questions.

For pupils with hearing impairments, test administrators will ensure signing does not convey information that would give pupils an advantage.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

If pupils have questions about the content of the test, test administrators will not explain any words or phrases; however, explanations regarding words or expressions from the 'Useful words' list for paper one can be given before the start of each section of the test.

### **Paper two: reading booklet and reading answer booklet**

Paper two will consist of a reading booklet and separate reading answer booklet.

All pupils will be given an unused reading booklet – reading booklets will not be reused.

Paper two will take approximately 40 minutes, but it will not be strictly timed.

Paper two will not contain any practice questions or lists of useful words.

Above each question in paper two there is a page number in brackets – this is the page in the reading prompt where pupils can find the information needed to answer the question.

Each pupil will need a blue or black pen or a pencil for this exam.

Pupils will be permitted to use monolingual English electronic spell checkers, provided they do not give definitions of words.

Pupils will be permitted to use highlighters, if this is normal classroom practice.

Pupils will not be permitted to use a dictionary.

The test will not be read to individuals or a group, except for the practice page and practice questions.

For pupils with hearing impairments, test administrators will ensure signing does not convey information that would give pupils an advantage.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with visual impairments.

If pupils have questions about the content of the test, test administrators will not explain any words or phrases.

### **13. Administering the Optional KS1 maths test**

This test will consist of:

- Mathematics paper one: arithmetic.
- Mathematics paper two: reasoning.

#### **Mathematics paper one: arithmetic**

This test will take approximately 20 minutes, but it will not be strictly timed.

Each pupil will need a:

- Blue or black pen or pencil.
- Ruler.

Pupils will be responsible for bringing these materials.

Pupils will not be allowed to use a calculator or number apparatus.

If a pupil requires it, test administrators will be permitted to read questions to them on a one-to-one basis; however, mathematical symbols will not be read out loud.

For pupils with hearing impairments, test administrators will be careful of signing numbers and mathematical signs.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

#### **Mathematics paper two: reasoning**

This test will take approximately 35 minutes, but it will not be strictly timed.

This paper will consist of two sections, including:

- An aural section, which starts with a practice followed by five aural questions.
- A written section, which will take approximately 30 minutes.

Each pupil will need:

- A pencil or a blue or black pen.
- A sharp, dark pencil for mathematical drawing.
- A ruler (showing centimetres and millimetres).
- A mirror.

If it is normal classroom practice, pupils will be permitted to use:

- Bilingual dictionaries or electronic translators provided they only give word-for-word translations.
- Bilingual word lists.
- Monolingual English electronic spell checkers.

Pupils will be responsible for bringing these materials.

Pupils will not be permitted to use:

- Calculators.
- Tracing paper.
- Number apparatus.

Test administrators will be permitted to read questions to pupils on a one-to-one basis, if required. Test administrators will also be permitted to read text within questions in the written section if a pupil has difficulty reading them.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

For pupils with hearing impairments, test administrators will be careful of signing numbers and mathematical signs.

Paper two contains an optional aural script that test administrators will provide to pupils who need it to access this part of the test.

Test administrators will not explain any subject-specific terminology.

## **14. Administering the Optional KS1 English grammar, punctuation and spelling test**

This test is not statutory; however, Gresham chooses to administer this test and follows the guidance below.

This test will consist of:

- English grammar, punctuation and spelling paper one: spelling.
- English grammar, punctuation and spelling paper two: questions.

### **English grammar, punctuation and spelling paper one: spelling**

This paper will include an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript will be included in the test pack.

This paper will take approximately 15 minutes to complete, but it will not be strictly timed.

Each pupil will require a blue or black pen or a pencil.

Pupils will not be allowed dictionaries, electronic spell checkers, bilingual word lists or electronic translators.

Pupils will not be permitted to have any assistance in this paper.

Test administrators will be careful not to overemphasise spelling when reading out the words that pupils need to spell.

For pupils with hearing impairments, test administrators will be careful to ensure they do not convey information that could give pupils an unfair advantage – finger-spelling will not be used.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

### **English grammar, punctuation and spelling paper two: questions**

This paper will take approximately 20 minutes, but it will not be strictly timed.

Each pupil will need a blue or black pen or a pencil – pupils are responsible for bringing these materials.

Pupils are not allowed dictionaries, electronic spell checkers, bilingual word lists or electronic translators.

Test administrators will not explain any subject-specific terminology.

Test administrators will not give alternative explanations, e.g. explain ‘commands’ and ‘instructions’ or name punctuation.

For pupils with hearing impairments, test administrators will be careful to ensure they do not convey information that could give pupils an unfair advantage – finger-spelling will not be used.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

## **15. Administering the KS2 English grammar, punctuation and spelling test**

This test will consist of:

- English grammar, punctuation and spelling paper one: questions.
- English grammar, punctuation and spelling paper two: spelling.

### **English grammar, punctuation and spelling paper one: questions**

Pupils will have 45 minutes to answer the questions in this paper, which are worth 50 marks in total.

Each pupil will require a blue or black pen or a dark pencil – pupils are responsible for bringing these materials.

Pupils will not be allowed:

- Dictionaries.
- Electronic spell checkers.
- Bilingual word lists or electronic translators.

For pupils with hearing impairments, test administrators will be careful to ensure they do not convey information that could give pupils an unfair advantage.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

If a pupil asks a question about test content, test administrators will be permitted to explain or rephrase a question, provided they do not give away any subject-specific information.

### **English grammar, punctuation and spelling paper two: spelling**

This paper will include an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript will be included in the test pack.

Pupils will have approximately 15 minutes to complete the test, by writing the 20 missing words in their answer booklet. The test will not be strictly timed.

Each pupil will require a blue or black pen or a pencil – pupils are responsible for bringing these materials.

Pupils will not be allowed:

- Dictionaries.
- Electronic spell checkers.
- Bilingual word lists or electronic translators.

Pupils will not be permitted any assistance during this paper.

Test administrators will be careful not to overemphasise spelling when reading out the words that pupils need to spell.

For pupils with hearing impairments, test administrators will not convey information that could give pupils an unfair advantage – finger-spelling will not be permitted.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

## **16. Administering the KS2 English reading test**

This test will consist of a reading answer booklet and a separate reading booklet.

All pupils will be given an unused reading booklet.

Test administrators will not re-use reading booklets if the school is administering the tests to groups of pupils at different times.

Pupils will have a total of one hour to read the three texts in the reading booklet and complete the questions at their own pace.

Each pupil will require a blue or black pen or a dark pencil – pupils are responsible for bringing these materials.

If it is normal classroom practice, pupils will be permitted to use:

- Monolingual English electronic spell checkers, provided they do not give a definition of words.
- Highlighter pens to highlight text (not to write answers).

Test administrators will provide pupils with additional lined paper if they request it; however, pupils will be encouraged to use the extra space in the answer booklet first.

Pupils will not be permitted to use a dictionary.

This test will not be read to individuals or groups, except for the general instructions; however, test administrators may rephrase the explanation provided in the test instructions of the answer booklet to ensure all pupils understand them.

Test administrators will not explain the meanings of any words or expressions.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

For pupils with hearing impairments, test administrators will not convey information that could give pupils an unfair advantage.

## **17. Administering the KS2 maths tests**

This test will consist of:

- Mathematics paper one: arithmetic.
- Mathematics paper two: reasoning.

### **Mathematics paper one: arithmetic**

This paper will consist of a single test paper and pupils will have 30 minutes to complete it.

Each pupil will require a blue or black pen or a pencil – pupils are responsible for bringing these materials.

Pupils will not be allowed:

- Calculators.
- Squared paper (unless as an access arrangement).
- Tracing paper.
- Other mathematical equipment, e.g. angle measures or mirrors.

Test administrators will be permitted to read a question to a pupil on a one-to-one basis.

Test administrators will not read mathematical symbols.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

For pupils with hearing impairments, test administrators will not convey information that could give pupils an unfair advantage, e.g. signing numbers or mathematical words.

### **Mathematics paper two: reasoning**

This paper consists of a single test paper and pupils will have 40 minutes to complete it.

Each pupil will require:

- A blue or black pen or a dark pencil.
- A sharp, dark pencil for mathematical drawings.
- A ruler (showing centimetres and millimetres).
- An angle measure or protractor.
- A mirror.

If it is normal classroom practice, pupils will be permitted to use:

- Monolingual English electronic spell checkers.
- Bilingual word lists.
- Bilingual dictionaries or electronic translators, provided they only give word-for-word translations.

Pupils will be responsible for bringing these materials.

Pupils will not be permitted:

- Calculators.
- Squared paper (unless as an access arrangement).
- Tracing paper.

Test administrators will be permitted to read a question to a pupil on a one-to-one basis.

Test administrators will not read mathematical symbols.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

For pupils with hearing impairments, test administrators will not convey information that could give pupils an unfair advantage, e.g. signing numbers or mathematical words.

## **18. Problems during the tests**

If there is a problem during any of the assessments, test administrators will prioritise the safety and wellbeing of pupils.

If the fire alarm goes off, test administrators will:

- Stop the test and note the time.
- Evacuate the room in accordance with the school's Fire Safety Policy.
- Supervise pupils at all times to ensure they do not talk about the test.
- Ensure all test papers are left in the room.

- Escort pupils back to the test room once it is safe.
- Allow pupils to complete the test with the correct remaining time.
- Report instances of pupils discussing the test to the national curriculum assessments helpline.

If a pupil feels unwell before the test starts, test administrators will arrange for them to take it later in the day or on a different day.

If a pupil becomes unwell during the test, test administrators will:

- Stop the test for the individual pupil and note the time.
- Offer a test break to the pupil.
- Allow the pupil to return to the test if they feel well enough after the test break.
- Calculate how much time the pupil has left to complete the test.
- [KS1 only] Ensure the test is completed on the same day; however, if the pupil is too unwell and they haven't seen the questions later in the paper, they may complete it on another day.
- [KS2 only] Ensure the test is completed on the same day – if the pupil is too ill to continue after a rest break, their partially completed script will be sent for marking.
- Move other pupils to another room, if appropriate.
- Stop the test for all pupils in the room, if other pupils have been disturbed.
- Make a note of the time the test is stopped to ensure pupils receive an appropriate amount of time to complete the test.

If a test paper is spoiled by an unwell pupil, test administrators will:

- Provide them with a new one.
- Make a transcript by copying the answered from the spoiled test script onto the new one once the pupil has completed the test and is still under test conditions. If the test is unreadable, test administrators will ask the pupil for their answers at the end of the test and record them in a different colour on the new test paper.
- Not send spoiled test scripts for marking.
- Make a notification of the use of a transcript on the PAG.

If a pupil needs to leave the test room, test administrators will ensure that the pupil is accompanied.

If a pupil is identified as cheating, test administrators will:

- Record the details, including the pupil's name, the name of the test and any specific question in which the pupil was advantaged by cheating.
- [KS1] Make appropriate adjustments to the pupil's raw score when marking.
- [KS2] Move the pupil to another location, if appropriate.
- [KS2] Still collect the pupil's test script with other pupils' test scripts – no information will be enclosed when the scripts are sent for marking.

Follow the school's Behavioural Policy.



[KS2] If a pupil has cheated and gained an advantage, the headteacher will notify the STA using the PAG. By completing this form, the headteacher agrees to either:

- The removal of marks by the STA for the specific questions where the pupil has gained an advantage.
- The annulment of the pupil's results in that test by STA.

If a pupil is being disruptive, test administrators will:

- Stop the test, note the time and remove the pupil.
- [KS2] Decide whether the pupil can complete the test in a separate room. If the test is not completed, the partially completed test script will be sent for marking.
- Give other pupils a few moments to refocus once the pupil has been removed, and then continue the test.
- Decide whether to continue the test with the pupil at a later time.

If test papers are incorrectly collated or the print is illegible, test administrators will:

- Stop the test for the affected pupils, making a note of the time, and tell them that replacement papers will be organised.
- Ensure pupils do not discuss the test content while the replacement papers are being arranged.
- Give pupils an appropriate amount of time to complete the test.

Test administrators will provide pupils with additional paper if they require it. Test administrators will ensure that the pupil's name and school DfE number are written on any additional pieces of paper and that the paper is attached or put inside the pupil's test script.

[KS1] If pupils cannot take the test on the school's planned day, test administrators will administer the test on the pupil's return to the school up until the published deadline – permission from the STA is not required.

[KS2] If a test is administered incorrectly on a day before the published test date, test administrators will keep pupils under test conditions and contact the national curriculum assessments helpline.

[KS2] All mobile phones and smartwatches will be collected before the start of tests; however, if a pupil is found to be using a mobile phone or smartwatch, test administrators will:

- Remove the item from the pupil.
- Follow the school's Behavioural Policy after the test is complete.

## **19. After the tests**

### **KS1**

Test administrators will ensure that test scripts are stored securely and are accessible for marking.

Downloaded and printed copies of mark schemes will be kept secure along with all other materials until the end of the test period.

In accordance with STA guidance, the school will not print any copies of mark schemes until after pupils have taken the tests.

The headteacher will check with the LA whether test materials can be recycled.

## **KS2**

Test administrators will complete attendance registers and pack test scripts for marking.

Test administrators will return test scripts to the headteacher immediately after each test.

The headteacher will emphasise that test administrators will not review pupils' test scripts, unless they are marking a transcript.

Completed test scripts will be dispatched for marking as soon as possible and unused materials will be kept secure until after the published end to the test period.

After all test scripts have been collected for marking, the headteacher will complete and submit the KS2 HDF on the PAG.

If the headteacher cannot complete the HDF, they will contact the national curriculum assessments helpline.

Where appropriate, the headteacher will apply to the STA for special consideration for a pupil on the PAG, e.g. for a pupil who has been affected by extremely distressing circumstances at the time of the tests.

The headteacher will check with the LA whether test materials can be recycled.

## **20. KS1 marking**

KS1 tests will be marked by a staff member who is familiar with the pupil – the marker will not, however, be a relative of the pupil.

Test administrators will ensure that no changes are made to pupils' answers following the test.

Markers will be permitted to mark papers away from the school; however, appropriate security arrangements will be in place.

Markers will familiarise themselves with the mark schemes to ensure they are applied accurately and consistently.

If a pupil's response does not match the mark scheme, markers will use their professional judgement.

Markers will award marks for each question in the box provided on test papers.

The total mark for each paper will be calculated and carefully recorded on the front of the tests paper in the box provided.

The total score for each subject will be calculated by adding together the raw scores for each paper. This raw score will be converted into a scaled score using the published conversion tables.

Internal moderation will be utilised to ensure marking is accurate and consistent.

Colleagues will check each other's marking (e.g. English and maths leads).

Appropriate security arrangements will be in place during the entire test administration window, including when transporting test materials for marking and moderation.

Compensatory marks will be awarded to pupils who cannot access the spelling paper due to a hearing impairment.

A pupil's performance may be affected by extremely distressing circumstances at the time of the tests. KS1 tests will be marked in accordance with the mark scheme; however, test outcomes will be considered in context when informing teacher assessment judgements.

The results from the KS1 tests will be used as a single piece of evidence, alongside other evidence teachers have gathered throughout the year, when making teacher assessment judgements.

## **21. External moderation**

External moderation will be carried out to ascertain that the school's teacher assessment judgements for English writing are accurate and consistent with national standards.

The school will submit accurate and valid teacher assessment judgements via the PAG or the LA.

## **22. Results and reporting**

### **Phonic screening check results**

Pupils' check scores will be reported to the school's LA by the specified deadlines.

By the end of the Summer term, the headteacher will report the following information to parents:

- Each pupil's phonics screening check score
- An outcome for pupils who have left the school, were absent, did not participate in the check, or if the results are affected by maladministration

### **Submitting TA data at KS2**

The science sampling test occurs once every two years, and will take place in the 2019/2020 academic year – more information on administering the tests can be found in [section 18](#).

The school will use the codes detailed in the STA's ['Key stage 2: submitting teacher assessment data'](#).

Teacher assessment judgments in English writing and science will be submitted to the STA via the PAG by the published deadline.

The school will submit its data via the PAG or the LA. The submission will include every pupil at the school registered to take the KS2 national curriculum tests (even if they did not) and those registered as working below the overall standards of the tests.

If a pupil changes school before the test week, the receiving school will submit their teacher assessment data.

If a pupil changes school during or after test week, the school where the pupil was registered will submit their teacher assessment data.

### **KS2 test results**

Test results will be available on the PAG on the published date.

Each pupil who is registered for the tests will receive a raw score, a scaled score and confirmation of whether they met the expected standard.

The headteacher will be responsible for submitting reviews of marked papers if they believe a mark scheme was not followed or there has been a clerical error.

### **Reporting to parents**

The headteacher will send an annual report to pupils' parents and make arrangements for parents to discuss the report with their child's teacher if necessary.

The reports will start from the day after the last report was given and will be available to parents before the end of the summer term.

The report will cover the pupil's achievements, general progress, attendance record, results from national curriculum tests and outcomes of teacher assessments.

For pupils who did not take one or more of the tests, the headteacher will write a report that explains why they did not take the tests, any action that has been taken to support the pupil, procedures used by the school to monitor the pupil's needs, and whether these circumstances are likely to be long or short term.

The report will be sent to the pupil's parents and the chair of the governing board and placed on the pupil's educational record.

If a pupil changes school before the end of the academic year, the headteacher at the receiving school will write their annual report.

If a pupil is registered at more than one school, both headteachers will write an annual report.

## **23. Keeping and maintaining records**

The school will ensure that the collation, retention, storage and security of all personal information complies with data protection legislation.

Educational records will be maintained and disclosed to parents at their request; these records include information about current and former pupils.

The school will also keep curricular records on every pupil, keeping a formal record of all academic achievements, skills, abilities and the progress they make at school – these will be updated once a year.

When transferring records to a pupil's new school, the headteacher will ensure the statutory requirements for the transfer are fulfilled.

The school's Records Management Policy and Data Protection Policy will be followed at all times.

## **24. Publishing assessment results**

[KS2] The school will publish the following information on our website each year:

- The average progress scores in reading, writing and maths
- The average scaled scores in reading and maths
- The percentage of pupils who achieved the expected standards or above in reading, writing and maths
- The percentage of pupils who achieved a high level of attainment in reading, writing and maths

## **Part 2 Non-Statutory Assessment**

### **Contents:**

- 26. Principles of in-school Formative Assessment**
- 27. Principles of Summative Assessment**
- 28. Why pupils are assessed**
- 29. What is Assessed**
- 30. How Assessments Are Made**
- 31. How Summative Assessments Are Carried Out**
- 32. Moderation**
- 33. Inclusion**
- 34. Reporting to parents**
- 35. Monitoring and Review**

## **25. Principles of in-school formative assessment**

Formative assessment should indicate whether knowledge and understanding is secure enough to move forward (whether sufficient progress has been made), or whether further consolidation work or a different approach is necessary, and whether a pupil has been able to demonstrate application of a skill with increasing independence or confidence.

Assessment where appropriate should be communicated with pupils on a regular basis to move them forward in their learning. This should be done in a variety of ways, including written and oral feedback from the teacher and through peer and self-assessment. A combination of individual, paired, group or whole-class feedback may be given.

Pupils should understand the purpose and value of assessment. Teachers may build in time before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment about where they need to target their efforts.

Assessment approaches should be inclusive of all abilities. Teachers should find alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or discussion with the pupil.

The information gained from assessment should be used to inform planning and improve, adapt and target teaching, e.g. establish which interventions are necessary and which pupils need additional support or extension.

There is no requirement to record, collate or submit formative assessment. The use of formative assessment should be evident through everyday teaching and learning. Insight is available for staff to use to track pupil assessments.

## **26. Principles of summative assessment**

Summative assessment will be used by the teacher this year and the teacher responsible for the pupil the following year; by senior leaders of the curriculum; by pupils to know how to improve; by governors to hold the school to account; and by parents.

Summative assessment should identify how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression and provide useful information on levels of independence, progress, confidence and attitude to learning of all pupils.

Summative assessment should be used to support broader progress, attainment and outcomes for pupils, e.g. by supporting the following year's teacher in differentiating the support given to pupils in the class to achieve progress.

Summative assessment should be reported to parents in terms of areas of strength and identifying targets through parents' evenings, reports, Passports for Learning meetings, EHCP reviews, etc.

Summative assessment should be submitted on a termly basis, recorded and analysed through Insight and used to assess pupil attainment and progress, inform school improvement priorities, e.g. by identifying potential underachievement of subjects, individuals or groups.

Summative assessment is shared with teachers, leaders and governors to improve teaching and learning.

## **27. Why pupils are assessed**

To monitor pupils' attainment and progress.

To allow teachers to plan work that accurately reflects the needs of each child.

To provide pupils with appropriate and aspirational targets.

To monitor vulnerable cohorts and swiftly implement strategies to support individuals and groups.

To inform the School Improvement Plan.

To help our pupils understand what they need to do to improve their work and provide them with clear next steps in their learning.

To enable our pupils to demonstrate what they know, understand and can do.

To provide regular information for parents that allows them to support their child's learning, e.g. parent consultations/reports.

To provide the headteacher, governors and outside agencies with information that allows them to measure past performance and set targets.

To identify pupils with Special Needs and the progress they make.

To ensure that the strategies and programmes put into place for children with additional needs support achieving their targets and enable positive outcomes.

To celebrate the pupils' achievements.

To comply with statutory requirements.

## **28. What is assessed**

We continuously assess all areas of the pupils' learning, including their knowledge, understanding and skills. We pay particularly close attention to their development in the core subjects of mathematics, science and English (reading, writing, grammar, punctuation and spelling).



We assess their social/personal development.

We assess the pupils' strengths and areas for development.

We assess their attitudes to themselves and to others as well as their learning skills.

## **29. How assessments are made**

The school makes formative (Assessment for Learning) and summative (end of unit and term assessment) assessments of the pupils' progress, which will then inform our planning for individuals and groups of pupils, e.g. those on the SEN, EAL and PPG registers.

Assessment for Learning (AfL) is a form of formative assessment, which has an emphasis on involving the child in taking responsibility for and assessing their own learning – with a view to making progress in their learning.

### **Elements of AFL:**

Making learning objectives clear in planning and sharing these with the pupils.

Providing pupils with success criteria – what we expect to see in a good piece of work – and getting pupils involved in creating these criteria, sometimes referred to “Steps for success...”, “What makes (a) good/outstanding...” or “What I Need...”

Modelling how to achieve the success criteria and including examples of successful pieces of work.

Exploring the pupils' understanding through careful questioning at the start of, during and at the end of the lesson in the plenary and using this to move pupils on in their learning.

Pupils being given constructive feedback, including verbal and / or written, where comments are made or symbols are used to indicate achievements and areas for improvement and then given the opportunity to read and address written feedback.

Giving the pupils opportunities to assess their own work, and that of others against specified (success) criteria through checking comments made in their books and plenary discussions.

Giving the pupils targets that are clear and achievable, and ample opportunities and support to achieve these targets

These assessments can be done in a variety of ways:

- discussion with the pupils
- teacher's own individual formative notes / records / checklists
- observing the pupils
- taking photographs

- filming plays or presentations and recording compositions in music
- setting up assessment tasks or tests
- marking the pupils' work
- evaluating the pupils' work
- involving the pupils in self and peer assessment
- informal records
- peer/self-assessment
- Small Step Tracker

This information will be used by the pupils and teachers to record progress and provide pupils with their next steps.

### **30. How summative assessment is carried out**

The Reception Baseline Assessment (RBA) is administered in the first six weeks in Reception and provides a profile of the pupils' abilities and needs at the start of their school experience and is used as a basic aid to planning and a benchmark for 'value added' future progress.

Foundation Stage Profiles are completed throughout the Reception class year. Pupils are assessed in the 17 areas (Early Learning Goals) and awarded 1 or 2 points at the end of the school year. If a child reaches the 'expected' standard in all of the 12 'prime' and 'specific' areas for learning within the EYFS (score of 2), they are reported to have achieved a 'Good Level of Development (GLD)'. This information is shared with the Year 1 teacher and parents.

The Phonics Screening Test is administered in the summer term in Year 1. This provides evidence for pupil tracking, informs Year 2 planning and interventions, helps to identify those with SEN and complies with statutory regulations. This information is shared with parents. Pupils who do not achieve the nationally set standard at the end of Year 1 will re-take the test at the end of Year 2.

Key Stage 1 SATs are administered in the summer term of Year 2 which provide evidence for pupil tracking, inform planning for the Year 3 teacher and targeting of Year 3 and Year 4 pupils for support programs such as ALS (Additional Literacy Support). They also inform targeting of more able pupils, reports to parents and fulfil statutory requirements.

Reading, Writing, Spelling, Punctuation and Grammar, and Maths assessments are administered at the end of every term. During the autumn and spring terms, these may take the form of formal 'written' tests such as 'Rising Stars' or other published or online tests and are used in conjunction with teacher assessment to make a judgement on pupils' progress. In the summer term, optional SATS for reading and maths, and writing assessments for Years 3, 4 and 5 are administered. All of the above assist in tracking pupil progress, identifying common areas for development and inform targeting, grouping and planning, Passports for Learning reviews, and targeting pupils for booster classes.

Key Stage 2 SATs, and teacher writing assessment, administered in the summer term of Year 6, give a measure of pupils' attainment, inform reports to parents, provide secondary transfer information and inform school self-evaluation in analysing the effectiveness of teaching and learning.

Termly Teacher Assessment (using a variety of sources) in Years 1 - 6, for reading, writing and mathematics, except when pupils have taken Key Stage 1/Optional/Key Stage 2 SATs in those subjects. These are to inform pupil tracking, targeting, grouping and planning, inform Passports for Learning and identify any individuals or groups of pupils who are not making expected progress.

None-core subjects are assessed in a variety of ways: Pre and post unit assessments, through Insight and end of year reports.

Pupils with a Passport for Learning are assessed using their specific targets linked to their additional needs on a termly basis.

### **31. Moderation**

With each cycle of assessment, mathematics, reading and writing are moderated by the subject leader and when necessary, other members of the leadership team.

Subject leaders will moderate using: books (book looks), work samples, observations of/discussions with pupils to assess the accuracy and continuity of teachers' judgements, learning walks and hearing pupils read.

Feedback is given to teachers and used to inform areas for development.

Teachers will routinely moderate with others schools, and in this case subject leaders may not be required to moderate.

### **32. Inclusion**

We recognise the fact that there are pupils of widely different abilities in all classes and we provide suitable learning and assessment opportunities for all pupils by matching the challenge of the task to the ability of the child. Gresham achieves this by:

Setting assessment tasks which are open-ended and can have a variety of responses.

Setting assessment tasks tailored to the abilities of the different pupils, i.e. based on the individual and small group teaching that those pupils have participated in.

Where possible, using classroom assistants to support the work of individual pupils or groups of pupils.

Using Small Step Trackers for those with SEN.

Where particular pupils have learning and assessment requirements which go beyond the provision described above, and which must be addressed in order to overcome barriers to learning, for example as a result of a special educational need, disability, or linked to the

pupils' progress in learning English as an additional language, these requirements will be taken into account.

Gresham makes provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment in both classroom and fieldwork activities.

The type and extent of the difficulty experienced by the pupil is taken into account. In many cases the action necessary to respond to an individual's requirements for curriculum access and assessment will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' EHCP and work closely with representatives of other agencies who may be supporting the pupil.

Note that Assessment for Learning is, by its very nature, inclusive. One of its key principles is finding out what pupils are able to do, and using this knowledge to work out how to get them to succeed in the next steps.

### **33. Reporting to parents**

Parents are invited to parent interviews with their child's class teacher in the autumn and spring terms.

Annual reports are sent to parents in the summer term and all subjects are reported on in these reports.

Only statutory assessment outcomes are reported to parents (at the end of Years R, 1, 2 and 6).

Books are also sent home on a regular basis, which help to involve parents in their child's learning and progress.

Parents are invited to meet with the class teacher and/or SENCo to discuss the review of their child's Passport for Learning each term.

### **34. Monitoring and review**

This policy will be reviewed annually by the headteacher.

Any changes to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is December 2026.

Signed by:

\_\_\_\_\_ Headteacher      Date: \_\_\_\_\_  
\_\_\_\_\_ Chair of governors      Date: \_\_\_\_\_