St IVES SCHOOL
HASLEMERE

ASSESSMENT, RECORDING REPORTING

Assessment, Recording and Reporting

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St Ives School, Haslemere

Assessment, Recording and Reporting

Reviewed and Amended September 25

POLICY STATEMENT

One of the principle aims of St Ives School is to promote children's learning. We are committed to assessing the pupils' work regularly and thoroughly. It should be used as a framework in which objectives may be set and pupils' progress supported, charted, and expressed. It should form part of the basis for planning their next educational step/ modifying provision in response to children's needs. By facilitating the dialogue between teachers, it can enhance professional skills and help the school to strengthen learning across the curriculum and throughout the age ranges.

Assessment is an important link in the cycle of planning curricular experiences. Recording achievement in a positive way and identifying children's strengths and weaknesses through sensitive, systematic assessment helps to ensure that progress is maintained, and that continuity is enhanced.

It is important that all those involved in the education of the children have a clear set of principles to use as a yardstick against which to evaluate activities and plans for all. This policy aims to provide that yardstick for the school with reference to the schools aims, and national norms. Each member of staff involved in the education of children at St Ives should implement this policy in their own area.

This policy applies to all members of our school community, including those in our EYFS setting. St Ives School seeks to implement this policy through adherence to the procedures set out in the rest of this document. The school is fully committed to ensuring that the implementation of this policy is non-discriminatory, in accordance with the UK Equality Act (2010). Further details are available in the school's own Equal Opportunities Policy. This document is available on the main school website and on request from the school office. This policy should also be read in conjunction with the school SEND policy which outlines the role of assessment in the context of identifying SEND. This document is reviewed annually or by SMT or as events and legislation change. The next review date is September 2026.

DEFINITION

The basic aim of assessment is to promote pupils' learning. Assessment takes place within the context of educational aims and philosophy and thus should reflect the aims of the school.

"Assessment" is an all-embracing term and refers to any of the situations in which some aspects of the children's education are measured, whether this is by a member of staff or

indeed the pupils themselves. Broadly speaking, assessment is concerned with how well the child has done, what has been achieved and whether or not it was worth doing in the first place. Assessment is often equated with tests and examinations, but this can be misleading as neither is essential to assessment.

There are two forms of assessment, both of which are undertaken by the school:

Formative Assessment:

The school believes that this is an integral part of learning and takes place throughout learning. It provides teachers with "feedback" i.e. whether learning intentions/objectives and expectations are being reached. This kind of assessment **inForms** on a day-to-day basis. It is diagnostic, giving information on areas of weakness, but also on strengths and potential. The advice gained from this ongoing assessment will help learners know how to improve and the teacher how to help them in this. For the children, it is a form of attention and encouragement and an important ingredient for motivation. The more immediate the feedback; the more useful the information. It is important in the shaping of future planning.

Summative Assessment:

This is concerned with the final summing up. (**SUMmarising** of a child's achievement at the end of a time frame) The judgements it makes are also for the benefit of people other than the children i.e., parents, support staff etc. Summative assessment is usually carried out at the end of a topic or theme and at the end of a term or school year. Regular assessments are made in particular focus areas such as Literacy/English, where a piece of writing is assessed and retained so that targets can be set and met, and progress monitored. Summative assessment also takes the form of written reports to parents.

WHY WE ASSESS

It is our policy to assess for the following reasons:

- To define each child's ability.
- To enable our children to demonstrate what they know, understand, and can do and for their achievements to be valued.
- To track their progress
- To ascertain what each child knows, understands, and can apply.
- To reveal areas of strengths and weaknesses
- To help support awareness/ development of skills and attitudes to flourish in an ever-changing world.
- To ensure early identification of gifted children or those with Special Educational Needs or requirements
- To ensure continuity and progression in our work with the children
- To enable children's good progress in accordance with their ability
- To inform planning and target setting
- To help staff evaluate their delivery of the curriculum and make any necessary adjustments to it in terms of curricular planning and approaches to teaching.
- To evaluate the success of the teaching

- To communicate accurate information about each child that is useful to teachers, pupils, parents, UL, and other educational agencies.
- To comply with statutory/ UL requirements

PSB
St Ives draws on the PSB framework that promotes the development of skills, attitudes and values beneficial to helping children be successful learners and flourish in an ever-changing world. The PSB core skills are leadership, collaboration, independence, thinking and learning, reviewing and improving and communication. These core skills are woven into planning and school life. Children have opportunities to develop their awareness of these through feedback and self-reflection and assessment.

STRATEGIES FOR ASSESSMENT

Early Years
Assessment in the Early Years is carried out in accordance with the 2025 statutory framework for the Early Years Foundation Stage.

It is our aim to develop and use the following assessment strategies:

- Observation – watching the children on task.
- Questioning/discussion with the children
- Photographing and recording work in progress
- Annotating children's work
- Formal Assessment
- Completing, retaining, and interpreting findings from the Progress Check at Two, Reception Baseline checks and EYFS Profile

The incorporation of these strategies will help to highlight each child's progress towards achieving the Foundation Stage Early Learning Goals and the 3 characteristics of effective learning as well as a child's development milestones in the non-statutory Development Matters framework. The use of Tapestry-a digital profiling system helps in the collection, collation and recording of the above in the Nursery.

Main School

In the Main school the following assessment strategies are used:

- Observation – watching the children on task
- Questioning/discussion with the children (oral, written, pupil Response Systems etc.)
- Photographing and recording work in progress
- Examining children's written work
- Annotating children's work – setting targets
- Marking children's work in accordance with the school's Marking guides.
- Using teacher devised tests for areas such as spellings, tables etc.

- Externally produced Assessments in Numeracy / Literacy in Key Stage 1 and 2 and Science in KS2 e.g., White Rose Maths.
- Online quizzes such as Quizlet, Kahoot, Microsoft Forms.
- Cognitive Testing (Y3-6- CAT 4)
- Other standardised testing e.g., GL Assessment Progress tests, NG reading test, Parallel spelling.
- Peer/self-assessment.
- Wellbeing assessments such as GL Pass.

The use of a variety of these strategies will help to highlight a pupil's achievements/ progress towards end of year/ of Key Stage Expectations e.g., whether they are on track to meet or have met/exceeded the expected standard at the end of a Key Stage. Some also help to highlight attitudes, behaviours and core skills/values.

EFFECTIVE ASSESSMENT FOR LEARNING

The school believes that the following underpins learning and development especially about children:

Assessment for Learning is part of effective planning of teaching and learning. Teacher's planning at St Ives should provide opportunities for both learner and teacher to obtain and use information about progress towards objectives. It should also be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that the children understand the objectives and the criteria that will be applied in assessing their work. Thought should be given to:

- How learners will receive feedback.
- How they will take part in assessing their learning
- How they will be helped to make further progress.

Assessment for Learning at St Ives focuses on how children learn. The process of learning must be in the minds of both child and teacher when assessment is planned and when the evidence is interpreted. Learners should become as aware of the 'how' of their learning as they are of the 'what'.

Assessment for Learning is recognised as central to classroom practice at St Ives.
Much of what teachers and learners do in classrooms can be described as assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted, and judgements are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue and decision making.

Assessment for Learning is regarded as a key professional skill for St Ives teachers. Teachers require the professional knowledge and skills to:

- plan for assessment
- observe learning
- analyse and interpret evidence of learning

- give verbal as well as written feedback to children and support them with self-assessment.

Teachers should be supported in developing these skills through initial and continuing professional development (CPD).

Assessment for Learning is sensitive and constructive because any assessment has an emotional impact. Staff are aware of the impact that comments and marks can have on young children's confidence and enthusiasm and should be as constructive and positive as possible in the feedback that they give. Comments that focus on the work rather than the child are more constructive for both learning and motivation. The school marking strategy of 'green for go', 'pink for think', encourages a good balance between positive and developmental feedback. It is not usual practice at St Ives for an individual's marks to be shared openly with the class.

Assessment for Learning takes account of the importance of motivation. Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are 'no good'. Motivation can be preserved and enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.

Assessment for Learning promotes commitment to achieving objectives/goals and a shared understanding of the criteria by which they are assessed. For effective learning to take place learners need to understand what it is they are trying to achieve - and want to achieve it. Learning objectives and success criteria give a shared clarity of direction. Understanding and commitment follows when learners share in identifying criteria for assessing progress. Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

Children should receive constructive guidance about how to improve. Teachers are mindful that they need information and guidance to plan the next steps in their learning.

Teachers pinpoint the learner's strengths and advise on how to develop them. They should also be clear and constructive about any weaknesses and how they might be addressed. They provide opportunities for learners to improve upon their work.

Assessment for Learning at St Ives aims to develop children's capacity for self-assessment so that they can become reflective and self-managing. Independent learners who have the ability to seek out and gain new skills, new knowledge, and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment. This includes self-evaluation of their understanding of the lesson's learning objective.

Assessment for Learning at St Ives enables teachers to recognise the full range of achievements of all children.

Assessment for Learning should be used to enhance all children's opportunities to learn in all areas of educational activity. It should enable every child to achieve their best and to have their efforts recognised.

TARGET SETTING

We regularly review the progress of each child and set revised targets. Individual Numeracy and Literacy targets are given in the main school. These targets are shared with pupils and parents.

RECORDING

Evidence of attainment needs to be retained in order to support judgements made and to inform future planning. Through such a system continuity and progression can be assured. Formal data e.g., standardised scores, reading ages etc. are stored on central systems e.g. Teams, GL Testwise, and analysed. Analysis of results are shared and discussed as a staff to inform future provision. Records of these are also kept in assessment files.

<u>Standards</u>
Using staff records of tests/ marking etc in line with national curriculum objectives and exemplification and test materials, a standards judgement is made about whether the child is on track or not to master/meet or exceed the expected standard by the end of the year. When standards are used, they are moderated internally, and across the United Learning group and bench-marked where applicable through test standardisation. The school also draws on the 9 point PSB scale which in core subjects aligns with standardised scoring. Group wide exemplar resources have been subject to external moderation. Moderation meetings occur with other United Learning Primary Schools.
A final decision is made at the end of the year. A summary judgement for the year is made that a child is either:

- Working at a greater depth than the expected standard
- Working at the expected Standard
- Working Towards the expected Standard
- Not yet working towards the expected standard.

(Where the expected standard is drawn from the National Curriculum 2014)

Assessment records are tracked year on year to monitor progress and passed on from teacher to teacher.
Data forming these decisions is discussed throughout the year and both class needs, as well as individual pupil concerns/ delights are highlighted. A Target Action plan is put in place for internal use if there are specific considerations for an individual in terms of progress or attainment. Occasionally, this may lead to involvement with other staff such as the SENCO.

Recording in Nursery and Reception

Whilst in the Nursery, a profile is kept for each child on Tapestry. This covers the seven areas of learning (the three prime areas and four specific areas.) It is used to build a picture of a child's skills and interests. Relevant information received from parents and carers is also recorded in Tapestry as this input of knowledge of a child's development is also valuable. The school follows the assessment arrangements of the EYFS framework. At two a progress check is done, and teachers record and report to parents on the three prime areas and other areas as appropriate to a child's development.

During the Reception year, the children work towards the Early Learning Goals. Evidence is built up from assessments carried out on a cumulative basis and reflects ongoing learning and teaching. The EYFS Profile is completed in the final term in which they reach 5 using evidence from the many forms of assessment and is a personal record of achievement for each child. Each child's level of development is assessed against the early learning goals. A child will be deemed as meeting expected levels of development or not (i.e. emerging) in each. It is completed within the specified time frame.
This Profile forms the basis of verbal and written reports to parents in the summer term and the information is passed on to the child's next teacher. The EYFS profile is reported to the Local Authority as requested.
Should a child leave the Nursery or Pre-Prep, their Profile will be passed on to their new school. All children who enter either a Nursery or Reception class mid-year will automatically be included in the assessment process. If a child joins in the summer term, the two schools will decide between them which one of them is going to do the report.
Throughout the year, evidence is made available to parents on Tapestry should they wish to see it. At Parents' Consultation Evenings, the profile is shared and discussed in detail.

Evidence of Achievement/Progress

- STANDARDISED SCORING

As part of the school's on-going assessment programme, we use the following standardised assessments to track progress of individuals, cohorts etc.

Year 1 – Year 6

- GL Assessment Progress in English and Maths- (Y1-6)
- GL Assessment NVR and VR (Y6)
- GL Assessment CAT-4 (Year 3 and 5)
- GL NGRT (Year 2-6)
- Parallel Spelling /NGST (opt) (Y2-6)

- IN- HOUSE FORMAL ASSESSMENTS

We also have in-house termly moderated writing assessments, White Rose Maths and Topic based Science assessments. Assessment of mental maths, tables, spellings, and phonics (to Y2) is ongoing throughout the year. In Reception, they assess for emergent writing. Wellbeing/ attitude assessments such as GL Pass (Y2 up) and PSB focussed tasks complement these.
These along with the assessment above build into a picture of a child's progress/achievement/ attitudes throughout the year.

- INFORMAL ASSESSMENTS

Teachers also keep their own informal notes on the children from observations etc. which assist with planning, target setting and are also used to help complete school records.

Children's self-assessment is valued e.g. through pupil conferencing, pupil surveys, end of term topic or lesson self assessments, PSB journals and informally within lessons/ school life.

All the above support formal report writing and discussions with parents.

OUTSIDE ASSESSMENTS

Year 6 sit Senior school Exams at their prospective Independent Senior schools, or a standardised entrance test such as CEM Select, CAT-4 or ISEB Common Pre-test at school. These are either in the Autumn term or in January. The children are well prepared. A few schools require interviews and pre-assessments before the main entrance tests. Results of their latest standardised tests are reported to senior schools in the transfer form. Standardised scores are passed on to state schools as required.

OBSERVATION IN THE CLASSROOM

This is seen as important at St Ives. Staff should:

- Stand back and observe as often as possible.
- Observations should be undertaken with specific objectives in mind.
- Both set tasks and free play-investigations can be observed (age dependent.)
- Observations can be both passive and interactive i.e., discussions of observations with children.
- Use can be made of school recording equipment where appropriate.
- Children can be observed over a period of time in:
  -Individual work
  -Small group/interactive work situations
  -Whole class situations
  -Interaction with adults
  -Structured and unstructured activity
  -Situations covering a variety of curriculum activities
- Such observations might result in written records. This may be kept as teacher's own informal records or entered as evidence in school records (digital or paper), Profiles etc.
- Such observations are an integral part of improving our real understanding of each child's strengths, weaknesses and capabilities and should assist in planning for their future educational needs.

REPORTING
Nursery

In the Nursery, there are Parents Evenings termly to discuss the child's progress and to plan for future provision and support. Parents have access to their child's profile and all observations etc. through Tapestry and are encouraged to contribute.

Year R-6
Formal reporting to parents takes two forms:

- Parents' Consultation Evenings – a minimum of 2 per year
- Written formal reports –a comprehensive, all subject/ form report at the end of the Summer Term for the whole school.
- Interim Record cards every half term (with Effort, Attainment grades for all subjects as well as targets for Maths and English and a Form comment.) (For Reception, there is a report style update card)

In addition to the Parents' Consultations Evenings, staff will make themselves available to discuss a child's report or general progress at the parent's request throughout the school year.

It is a legal requirement that parents receive at least one written report each year detailing each child's progress in all core and foundation subjects. Staff will ensure that detailed information is given in the subjects covered and comments relating to general progress and other achievements both within and additional to the curriculum are informative. All staff who teach a child contribute to their reports.

Feedback to Children

We believe that feedback to children is extremely important as it tells them how well they have done and what they need to do next to improve their work. We have marking guidelines to ensure that we mark consistently.
We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. Verbal feedback is supplemented by marking. We give age-appropriate written comments to children.

Feedback is usually related to the learning objective for the lesson, giving an indication of how and why the work has fully met or not met the objective. In written feedback we identify what has gone well in this regard and what a child needs to do next to improve future work. (Pink makes you think/Green for Go.) They have opportunities to also evaluate their success with a task's learning objective.
Where possible, we give children time to absorb any comments written on their work and they may choose to feedback. This is to allow the marking to have maximum benefit on the learning process.

RESPONSIBILITIES

Teaching Staff

- To adhere to the requirements of this policy in planning the learning for the groups of children for whom they are responsible.
- To inform and involve assistants, and others working with pupils, of the role they need to have in the assessment of/for children's learning.
- To keep records and reports as required by the assessment procedures of the school.
- To contribute to assessment of the children with whom they work.
- To use learning objective and success criteria with the children to facilitate clear assessment for learning.
- To be aware of the teacher/assistant's role in each assessment task.
- To contribute to the ongoing discussions regarding children's progress with staff, parents etc.
- To consider the next steps for children's learning and be proactive in discussing and implementing the best way forward for learning for/teaching of the children with whom they work.

Assistants

To support the teacher in assessment of/for children's learning.

SMT

(With support from HODS and Middle Managers in relevant aspects)

- To have an overview of current levels of pupil attainment in school
- To know strengths and areas for improvement within the school
- To plan strategies for improvement and development
- To be responsible for the management of assessment and reporting activities in the school
- To analyse school data to inform future provision and learning.
- To send off data required externally e.g., by ISI, UL.

- To undertake monitoring activities to assess standards, including the following:
    - Book sweeps
    - Pupil interviews/surveys
    - Lesson Observations / Learning Walks
    - Talks with staff
- To lead/oversee ongoing discussions on pupil progress
- To lead on and oversee the policy

Staff should have access to CPD on assessment to enhance their understanding.

Parents

- To participate in the opportunities offered by the school to be involved in discussions or input regarding their child's progress.
- To take note of information in report cards and reports.
- To raise any concerns they may have about their child with the school.

At St Ives, we will comply with all minimum requirements laid down in statute referring to Assessment, Recording and Reporting.

MONITORING AND EVALUATION

The monitoring and evaluation of the Assessment Policy is the responsibility of SMT. Development of assessment by the staff is achieved by:

- Regular discussions with staff concerning progress of groups and individuals (We hold assessment and pastoral meetings to support in this.)
- Ensuring that assessment opportunities are built into planning
- Classroom observation, working alongside colleagues to help identify strengths and weaknesses and to provide support to individual staff as appropriate
- Adequate training on assessment
- Reviewing of assessment outcomes and data to evaluate overall standards throughout.

POLICY EVALUATION

This policy will be reviewed annually or in light of changes to legal requirements. The staff work together to discuss any changes or adaptations. Throughout the year the whole staff are encouraged to feedback information and ideas. This may include comments about the work and assessments undertaken as well as the general content of this policy.

Table of Year-Round Assessments

This table assumes that every class employs assessment for learning on a daily basis and therefore routine daily assessment is not included.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Home visit Ongoing profiling and observation Progress check at 2 (Term before 3rd birthday)	Baseline English writing (Week 3) Baseline expected EYFS predictions (Week 3 approx.) End of term writing assessment (Week 11 approx.) Profiles continue to be added to over term	Baseline English writing (Week 3) End of term writing assessment and White Rose. (Week 11 approx.) Phonics test Standards grades at half term/end of term. End of term standards record grades Half term/ end term.	Baseline English writing (Week 3) GL progress tests in English and Maths (Week 3 approx.) End of term writing assessment (Week 11 approx.) GL NGRT testing (Week 11 approx) GL NGST (opt) White Rose Maths assessment. (Week 11 approx) End of term topic tests where apt. Parallel spelling (baseline-line/ end term) Phonics test Standards at end of half term/ term. GL PASS 1 wellbeing/ attitudes test.	Baseline English writing (Week 3) GL progress tests in English and Maths (Week 3 approx.) CAT-4 (Week 3 approx.) End of term writing assessment (Week 11 approx.) GL NGRT testing (Week 11 approx) GL NGST (opt) White Rose Maths assessment. (Week 11 approx.) End of term topic tests e.g., science. Parallel spelling GL PASS 2 wellbeing/ attitudes test. Standards record grades at end of half term/ term.	Baseline English writing (Week 3) GL assessment Progress in English (Week 3 approx.) GL assessment Progress in Maths. (Week 3 approx.) GL Progress in Science. (Week 3 approx.) End of term writing assessment (Week 11 approx.) GL NGRT testing (Week 11 approx.) GL NGST (opt.) White Rose Maths assessment. (Week 11 approx.) End of term topic tests e.g., science. Parallel spelling (bl/end term) GL PASS 2 wellbeing/ attitudes test. Standards record grades at end of half term/ term, End of term	Baseline English writing (Week 3) GL assessment Progress in English (Week 3) GL assessment Progress in Maths. (Week 3 approx.) GL Progress in Science. (Week 3 approx.) CAT-4 (Week 3 approx) End of term writing assessment (Week 11 approx.) GL NGRT (Week 11 approx) NGST (opt) White Rose Maths assessment. (Week 11 approx) End of term topic tests e.g., science. Parallel spelling (bl/ end term) GL PASS 2 wellbeing/ attitudes test. Standards at end of half term/term,	Baseline English writing (Week 3) GL assessment Progress in English (Week 3 approx) GL assessment Progress in Maths. (Week 3 approx) GL Progress in Science. (Week 3 approx) End of term writing assessment (Week 11 approx.) GL VR and NVR tests. (Week 8) GL NGRT (Week 11 approx.) NGST (opt) White Rose Maths assessment. (Week 11 approx.) End of term topic tests e.g., science. Parallel spelling (Baseline/end of term) GL PASS 2 wellbeing/ attitudes test. Standards at end of half term/term.

								Senior school entrance exams.
Spring term	Ongoing profiling and observation	Ongoing profiling and observation. EYFS predictions. End of term writing assessment (Week 9 approx.)	End of term writing assessment and White Rose. (Week 9 approx.) Phonics test Record Grade Standards at end of term.	End of term writing assessment (Week 9 approx.) GL NGRT (Week 9 approx.) GL NGST (opt). White Rose Maths assessment. (Week 9 approx.) End of term topic tests where apt. Parallel spelling (Baseline/ end term) Phonics test Record grade standards at end of term.	End of term writing assessment (Week 9 approx.) GL / NGRT (Week 9 approx.) GL NGST (opt) White Rose Maths assessment. (Week 9 approx.) End of term topic tests e.g., science. Parallel spelling (Baseline/end of term.) Record grade standards at end of term.	End of term writing assessment (Week 9 approx.) GL NGRT (Week 9 approx.) (NGST opt) White Rose Maths assessment. (Week 9 approx.) End of term topic tests e.g., science. Parallel spelling (Baseline/end of term.) Record grade standards at end of term	End of term writing assessment (Week 9 approx.) GL NGRT (Week 9 approx.) NGST (opt) White Rose Maths assessment. (Week 9 approx.) End of term topic tests e.g., science. Parallel spelling (Baseline/end of term.) End of term Reading assessment for individuals (YARC) (Week 9 if needed) Record grade standards at end of term	End of term writing assessment (Week 9 approx.) GL NGRT Week 9 approx.) NGST (opt) White Rose Maths assessment. (Week 9 approx.) End of term topic tests e.g., science. Parallel spelling (Baseline/end of term.) Record grade standards at end of term Senior school entrance exams/ CE.
Summer Term	Progress Check at 2 Ongoing profiling and observation	Completion of EYFS profile. Writing assessment (Week 8 approx.) End of term Reading/Math assessment as appropriate.	End of term writing assessment and White Rose. (Week 9 approx.) Phonics test Term record grade standards..	GL progress tests in English and Maths (Week 7 approx.) End of term writing assessment (Week 9 approx.) GL (NGRT) (Week 9 approx.) NGST optional. White Rose Maths assessment. (Week 9 approx.)	GL progress tests in English and Maths (Week 7 approx.) End of term writing assessment (Week 9 approx.) GL (NGRT) (Week 9 approx.) NGST (optional) White Rose Maths assessment. (Week 9 approx.)	GL assessment Progress in English (Week 7 approx.) GL assessment Progress in Maths. (Week 7 approx.) GL Progress in Science. (Week 7 approx.) End of term writing assessment (Week 9 approx.) GL (NGRT) (Week 9 approx.) NGST (opt) White Rose Maths assessment. (Week 9 approx.) End of term topic tests e.g., science.	GL assessment Progress in English (Week 7) GL assessment Progress in Maths. (Week 7 approx.) GL Progress in Science. (Week 7 approx.) End of term writing assessment (Week 9 approx.) GL (NGRT) (Week 9 approx.) NGST (opt) White Rose Maths assessment. (Week 9 approx.) End of term topic tests e.g., science.	GL assessment Progress in English (Week 7) GL assessment Progress in Maths. (Week 7 approx.) GL Progress in Science. (Week 7 approx.) End of term writing assessment (Week 9 approx.) GL NGRT (Week 9

				End of term topic tests where apt. Parallel spelling (Baseline/end of term.) Phonics test Term record grade standards. GL PASS 1 wellbeing/ attitudes test.	End of term topic tests e.g., science. Parallel spelling (Baseline/end of term) GL PASS 2 wellbeing/ attitudes test. Term record grade standards.	Parallel spelling (Baseline/end of term.) GL PASS 2 wellbeing/ attitudes test. Term record grade standards. End of term Reading assessment for individual (YARC) (Week 9 if apt)	Parallel spelling (Baseline/end of term.) GL PASS 2 wellbeing/ attitudes test. Term record grade standards. End of term Reading assessment for individual (YARC) (Week 9 if apt)	approx.) NGST (opt) White Rose Maths assessment. (Week 9 approx.) End of term topic tests e.g., science. Parallel spelling (Baseline/end of term.) GL PASS 2 wellbeing/ attitudes test. PSB PSPQ assessment. Term record grade standards. Senior school/ SAT paper if needed for individuals transferring to state schools.

N.B Weekly spelling tests and more informal in class assessments as well as pupil self-or peer assessment also supplement these. Specifically tailored 1/1 assessment may be used for an individual if appropriate and beneficial e.g. YARC reading.