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# **ASSESSMENT AND TARGET SETTING POLICY**

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<b>Approved by:</b>	Head Teacher
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<b>Date Approved:</b>	April 2026
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<b>Next review due:</b>	April 2027
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## **1) Rationale**

Assessment is at the heart of the process of promoting pupil learning. It should be used to help measure current attainment, progress made to date and to establish challenging but achievable targets for the end of the year. It also enables leaders and teachers to identify ability groups, interventions and aids the planning and resourcing of lessons. Finally, the use of testing helps pupils to develop the strategies they will need to be confident and successful in their end of Key Stage tests.

## **2) Approach**

The two approaches to assessment are the ongoing assessments that take place before, during and after lessons to inform teaching (formative) and a snapshot that allow leaders, teacher, parents and children to be better informed about the current achievement of pupils, cohorts and schools (summative).

(i) How Formative assessment is used

- **Through the use of questioning in lessons.**
- **Recorded in books** (see also Marking and Feedback Policy)
- **Recorded in planning to inform the starting points of the next lesson for pupils or the whole cohort.**
- **Recorded on One Plans or EHCP documents**

(i) How Summative assessment is used (see also Assessment Schedule and Calendar)

- **EYFS**

At the end of the Reception year, pupils at Lubbins Park Primary Academy are assessed against 'The Early Years Foundation Stage Profile'. The EYFS Profile ensures continuity of practice and aids transition to Year 1. It summarises all of the formative assessments undertaken and makes statements about the child's achievements against seventeen Early Learning Goals. A statutory assessment at the start of the reception year is performed (Reception Baseline Assessment or RBA). The Reception Baseline Assessment is a short assessment, taken in the first six weeks in which a child starts Reception, alongside additional teacher assessments. The Class Teacher, in consultation with the class Learning Support Assistant, makes further assessments at the end of Autumn Term, Spring Term and Summer Term. At the end of the third term, we provide parents/carers with a written summary regarding the children's achievement in relation to the Early Learning Goals.

Teachers participate in regular in-house and local cluster group moderation meetings. This provides an external quality assurance and validation of our teacher assessments. The Executive Headteacher, Head of Academy, Deputy Head and subject leaders in school regularly monitor the Foundations Stage curriculum through lesson observations, pupil interviews, data analysis and planning scrutiny.

- **Read, Write Inc Assessment**

The Read, Write Inc Assessment will be completed as a baseline on entry to Reception Class (within the first term) and then every term to track progress through the stages. In Key Stage 1, pupils are regularly assessed against the Read, Write Inc criteria and grouped accordingly into sets. Pupils that are new to the school will complete a baseline assessment upon entry.

- **Phonics Screen materials for the end of Year 1**

These materials will be used to generate a score for each child starting with a baseline at the beginning of Year 1. This will be compared to the trajectory of previous pupils achieving the same score at the same time previously to assess if the pupil is on track to pass the screen. Scores should be entered for each pupil on a tracking grid. Following the final STA Phonics Screening Check, all results should be entered onto Target Tracker at the end of Year 1.

- **Multiplication Check for the end of Year 4**

These materials will be used to generate a score for each child starting with a baseline at the beginning of Year 4. This will be compared to the trajectory of previous pupils achieving the same score at the same time previously to assess if the pupil is on track to pass the Multiplication Check. Scores should be entered for each pupil on a tracking grid. Following the final STA Multiplication Check, all results should be entered onto Target Tracker at the end of Year 4.

- **Spelling Tests**

These should be completed weekly in Key Stage One and Key Stage Two. Spelling tests should be based on the Key Stage One Common Exception Words (CEW) and first 300 High Frequency Words (HFW). Spelling lists should be based on the spelling rules outline in the National Curriculum as well as Year 3&4 and Year 5&6 statutory spelling list.

- **Renaissance Star Reading Test**

Renaissance Star Reading is a complete online assessment of pupils' reading growth, showing skills they have mastered which are aligned to the National Curriculum. Star Reading is computer-adaptive, meaning that it adapts to each student's abilities, catering for everyone from SEND to high-achievers.

- **Renaissance Star Maths Test**

Renaissance Star Maths is a computer-adaptive assessment, using sophisticated item calibration and psychometrics to adjust dynamically to each child's unique responses. Star Maths gives access to an accurate set of data to inform teaching and learning and pupils' maths practice (using National Curriculum maths level, Norm-Referenced Standardised Score, Percentile Rank, Most suitable year group Maths Library, Scaled Score).

- **Year 6 SATs**

Year 6 pupils will use past SATs papers and past DfE Threshold Scale Scores to track progress over the year. Scores (or teacher assessment) should be entered for each pupil on a tracking grid for Reading, Writing, Maths and Grammar, Punctuation and Spelling and onto Target Tracker. Following the final STA End of Key Stage Two SATs tests, all results should be entered onto Target Tracker at the end of Year 6.

### **3) Recording of assessment**

All pupils will complete the tests in assessment week.

This score will then be entered onto Sonar in two ways:

(i) **As a scaled score against each pupil for reading and maths**

Under 94 - below

95 - 99 Just at

100 - 109 Securely at

110 - 114 Above

115 + Securely above

(ii) **As an assessment**

This should be calculated as:

Significantly Below	Significantly below the Age Related Expectation <i>Accessing appropriate curriculum content</i>
Below	Below the Age Related Expectation <i>Unlikely to achieve the Expected Key Stage standard</i>
Just At	Just At the Age Related Expectation <i>Likely to achieve the Expected Key Stage standard</i>
Securely At	Securely At the Age Related Expectation <i>Firmly on track to achieve the Expected Key Stage standard</i>
Above	Above the Age Related Expectation <i>Likely to achieve the Higher Key Stage standard</i>
Significantly Above	Significantly above the Age Related Expectation <i>Firmly on track to achieve the Higher Key Stage standard</i>

## ASSESSMENT STEP

- **Teacher Assessment of Writing**

Writing is 'teacher assessed' throughout the year. Teachers will use the National Curriculum and the Teacher Assessment Framework to help decide what level pupils are working at. A best fit approach with the emphasis on composition can be adopted, although regard should be given to the importance of handwriting and spelling in the Year 2 and 6 assessments. This can then be entered onto Target Tracker as;

**Significantly below** = *is writing below the expected level for year group*

**below** = *is beginning to write towards the expected level but with considerable support*

**Just At** = *is writing at the expected level with some support*

**Securely At** = *is writing at the expected level independently*

**Above** = *is writing at greater depth (i.e. completely independently 'adapted for audience and purpose, minor edits made to enhance description and improve clarity and accuracy')*

**Significantly Above** = *is writing at greater depth (i.e. completely independently 'adapted for audience and purpose, minor edits made to enhance description and improve clarity and accuracy') with flare, own voice and style and a real awareness of the reader and the impact they would like to have on them.*

- **Children working significantly below age related expectations**

Children working significantly below age related expectation will be tested using appropriate levelled tests suggested by SENDCO and SENDCO Assistant. Some children, who are unable access the National Curriculum, will use The Engagement model and be assessed using this.

## 4) Monitoring arrangements

This policy will be reviewed and approved by the Head Teacher every year.

## 5) Assessment Schedule and Calendar

### 5.1 - Autumn Term

<u>Early Years</u>	<u>Notes</u>
<ul style="list-style-type: none"> <li>• Statutory Baseline Assessment for EYFS</li> <li>• Baseline Assessment of Read, Write Inc</li> </ul>	<p><i>Baseline outcomes should inform the focus of the learning activities and adult input in lessons.</i></p> <p><i>Baseline assessment of phonics should inform the use of interventions</i></p>
<u>Year 1</u>	
<ul style="list-style-type: none"> <li>• Assessment of Read, Write Inc Phonics</li> <li>• Autumn 2 - Baseline Assessment of Phonic Screening Check using past papers</li> <li>• Set end of year targets using Target Tracker</li> </ul>	<p><i>EYFS Profile outcomes from previous year should inform planning, differentiation and interventions for first term.</i></p> <p><i>Baseline Assessment of Phonics should inform differentiation and interventions for Autumn Term.</i></p> <p><i>Teacher Assessments of Reading, Writing and Maths should be moderated with phase and subject leader.</i></p>
<u>Year 2</u>	
<ul style="list-style-type: none"> <li>• Assessment of Read, Write Inc Phonics</li> <li>• Autumn 2 - Baseline Assessment of Phonic Screening Check for pupils who did not pass the Year 1 Phonics Screening Check using past papers</li> <li>• Star Maths and Star Reading</li> <li>• Set end of year targets using Target Tracker</li> </ul>	<p><i>Baseline Assessment of Phonics should inform differentiation and interventions for Autumn Term.</i></p> <p><i>Set individual pupil targets using previous outcomes and discussion with children and parents to inform planning, differentiation and interventions. These should be moderated by SLT.</i></p>
<u>Years 3-5</u>	
<ul style="list-style-type: none"> <li>• Star Maths and Star Reading</li> <li>• Set end of year targets using Target Tracker</li> <li>• Year 4 - continuous assessment of multiplication tables</li> </ul>	<p><i>Set individual pupil targets using previous outcomes and discussion with children and parents to inform planning, differentiation and interventions. These should be moderated by SLT.</i></p> <p><i>Reading, Writing, Maths data updated on TT half termly. Foundation data updated on TT termly.</i></p>
<u>Year 6</u>	
<ul style="list-style-type: none"> <li>• Baseline assessment of Reading, Writing, Maths and GPS using Year 6 SATs Test Materials</li> <li>• Star Maths and Star Reading</li> <li>• Set end of year targets using Target Tracker</li> </ul>	<p><i>Set individual pupil targets using previous outcomes and discussion with children and parents to inform planning, differentiation and interventions. These should be moderated by SLT.</i></p> <p><i>Reading, Writing, Maths data updated on TT half termly. Foundation data updated on TT termly.</i></p>

\*\*\* ALL YEAR GROUPS TO HOLD PUPIL PROGRESS MEETINGS WITH SLT AND REPORT LEVELS AND TARGETS TO PARENTS AT PARENTS EVENING\*\*\*

## 5.2 - Spring Term

<u>Early Years</u>	<u>Notes</u>
<ul style="list-style-type: none"> <li>• Continuous assessment against the seven areas of learning</li> <li>• Ongoing assessment of Read, Write Inc</li> </ul>	<p><i>TT should be updated each half term. Work completed, observations and tasks should be recorded in chronological order to show progress.</i></p>
<u>Year 1</u>	
<ul style="list-style-type: none"> <li>• Ongoing assessment of Read, Write Inc Phonics</li> <li>• Spring 2 - Baseline Assessment of Phonic Screening Check using past papers</li> </ul>	<p><i>Teacher Assessments of Reading, Writing and Maths should be moderated with phase and subject leader. All assessment should inform planning, differentiation and interventions for next term.</i></p>
<u>Year 2</u>	
<ul style="list-style-type: none"> <li>• Ongoing assessment of Read, Write Inc Phonics</li> <li>• Spring 2 - Baseline Assessment of Phonic Screening Check for pupils who did not pass the Year 1 Phonics Screening Check using past papers</li> <li>• Star Maths and Star Reading</li> <li>• SATs past papers – Reading and Maths</li> </ul>	<p><i>Tests should be carried out in small groups with the teacher to support. Teacher Assessments of Reading, Writing and Maths should be moderated with phase and subject leader. All assessment should inform planning, differentiation and interventions for next term.</i></p>
<u>Years 3-5</u>	
<ul style="list-style-type: none"> <li>• Star Maths and Star Reading</li> <li>• Year 4 - continuous assessment of multiplication tables</li> </ul>	<p><i>Tests should be carried out under SATs conditions with consideration given to SEN pupils. Writing should be moderated with phase and subject leader. All assessment should inform planning, differentiation and interventions for next term.</i></p>
<u>Year 6</u>	
<ul style="list-style-type: none"> <li>• Assessment of Reading, Writing, Maths and GPS using Year 6 SATs Test Materials</li> <li>• Star Maths and Star Reading</li> </ul>	<p><i>Tests should be carried out under SATs conditions with consideration given to SEN pupils. Writing should be moderated with phase and subject leader. All assessment should inform planning, differentiation and interventions for next term.</i></p>

\*\*\* ALL YEAR GROUPS TO HOLD PUPIL PROGRESS MEETINGS WITH SLT AND REPORT LEVELS AND TARGETS TO PARENTS AT PARENTS EVENING\*\*\*

### 5.3 - Summer Term

<u>Early Years</u>	Notes
<ul style="list-style-type: none"> <li>• Statutory Assessment EYFS Profile</li> <li>• Continuous assessment against the seven areas of learning</li> <li>• Ongoing assessment of Read, Write Inc</li> </ul>	<p><i>Results entered onto Target Tracker and submitted to Local Authority.</i></p>
<b><u>Year 1</u></b>	
<ul style="list-style-type: none"> <li>• STA Phonic Screening Check</li> <li>• Ongoing assessment of Read, Write Inc Phonics</li> <li>• Star Maths and Star Reading</li> </ul>	<p><i>Tests should be carried out in small groups with the teacher to support.</i></p> <p><i>Results entered onto DfE website.</i></p> <p><i>Writing should be moderated with phase and subject leader.</i></p>
<b><u>Year 2</u></b>	
<ul style="list-style-type: none"> <li>• STA Phonic Screening Check</li> <li>• STA SATs tests</li> <li>• Maths, Reading and Writing assessment using KS1 Teacher Assessment Frameworks (TAFs)</li> </ul>	<p><i>SATs papers to be marked internally to inform Teacher Assessment.</i></p> <p><i>Results entered onto Target Tracker and submitted to Local Authority.</i></p> <p><i>Writing should be moderated with phase and subject leader and externally.</i></p>
<b><u>Years 3-5</u></b>	
<ul style="list-style-type: none"> <li>• Maths and Star Reading</li> <li>• Year 4 – STA Multiplication Check</li> </ul>	<p><i>Year 4 – View pupil results on DfE website.</i></p> <p><i>Tests should be carried out under SATs conditions with consideration given to SEN pupils.</i></p> <p><i>Writing should be moderated with phase and subject leader.</i></p>
<b><u>Years 6</u></b>	
<ul style="list-style-type: none"> <li>• STA SATs Tests in Reading, Maths and GPS</li> <li>• Maths, Reading and Writing assessment using KS2 Teacher Assessment Frameworks (TAFs)</li> </ul>	<p><i>Tests should be carried out under SATs conditions with consideration given to SEN pupils.</i></p> <p><i>Writing should be moderated with phase and subject leader and externally.</i></p> <p><i>SATs papers to be sent to be externally marked.</i></p> <p><i>View pupil results on DfE website.</i></p>

**\*\*\* ALL YEAR GROUPS TO HOLD PUPIL PROGRESS MEETINGS WITH SLT AND REPORT LEVELS AND TARGETS TO PARENTS ON END OF YEAR REPORTS AND TO NEW TEACHERS IN HANDOVER MEETINGS\*\*\***