Hunsley Primary

Assessment and Reporting Policy

Version iv

This policy is applicable to Hunsley Primary

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Name of Responsible Committee/Individual:	Hunsley Primary Local Governing Body
Version:	IV
Implementation Date:	Autumn Term 2021
Review Date:	Autumn Term 2023
Target Audience:	All Staff, Parents, Pupils, Community Users, Key Stakeholders

Assessment and Reporting Policy

Policy Contents

Policy Statement

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[1] What is formative assessment? A definition

Policy Statement

This policy outlines the principles and systems underpinning Assessment and Reporting as part of high-quality Teaching and Learning at Hunsley Primary.

1. **Purpose and Scope**

This policy sets out the key principles and processes which should be used for assessment and reporting in order to improve learning for all children. This includes cycles of summative academic data collection and how these link with whole school key performance indicators as detailed in the **Trust Primary Quality Assurance Policy**. It also sets out the expectations for reporting on achievement so that all pupils, parents and carers are kept informed about their child's progress.

As a school, we recognise the importance of distinguishing between summative and formative assessment, and of setting out the difference between feedback (as detailed in the **Hunsley Primary Feedback Policy**) and assessment. This policy should be read with regard to the aforementioned policies.

We also recognise the importance of accurate assessment and purposeful reporting as key elements of our curriculum model running from Reception through to Year 6. How and when learning is formally assessed and how progress is reported to pupils, parents / carers and other stakeholders is part of school improvement and significant for effective partnership and participation.

We are mindful that an essential aspect of assessment and reporting is to keep it purposeful, reliable, valid and targeted, with a clear view on how assessment and teacher workload. We therefore set down in this policy our intention to support teachers in managing workload and in using assessment only where it is useful and valid. The definition of 'validity' given by the Education Endowment Foundation – EEF - (2019) is useful to illustrate this:

'Validity is understood as the degree to which an assessment measures that which it intends to measure, and the suitability of the data generated for the interpretations intended to be drawn from them.'

We are also mindful that assessment must be accurate and reliable. It is an important part of this Policy to ensure that teachers are able to work together across the year groups to support curriculum progression, moderation, standardisation and consistency, and to set appropriately challenging and aspirational expectations for all children. The EEF also sets down a clear functional need for reliable assessment and consistent reporting:

'Reliability is understood as the consistency with which an assessment performs its function.'[2]

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[2] https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/

The purpose of this policy is as follows:

- to provide clear guidelines on our school approach to assessment, in line with the above related Policies;

- to support teaching staff to lay strong foundations for learning through effective and consistent summative assessment and reporting that has validity and reliability;

- to ensure parents and carers are accurately informed about the progress of their child in a timely manner;

- to enable teachers to plan and deliver ambitious next steps within the curriculum for each child, and

- to support school leaders, including governors, to make accurate and useful judgements about provision and pupil engagement in school.

The scope of this policy is as follows:

- for intended use by Hunsley Primary staff in addition to the day-to-day cycles of planning, instruction, assessment and feedback, by setting out a structure for summative formal assessment cycles to measure pupils' attainment and inform next stages in learning;

- for the use of Hunsley Primary staff in working together to identify when further support or intervention is needed to help a pupil to progress with their learning;

- to be underpinned by high-quality professional development and training, and enable staff to access external professional expertise to ensure that our summative assessment of children's learning is robust and standardized;

- to underpins inclusion for all children and accessibility of the curriculum for all learners. The principles of assessment apply to all pupils. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We have the same high expectations of all pupils, and

- for the partnership and participation for all stakeholders in aiming for our shared goal: to enable all children to meet their full potential whilst at Hunsley Primary school and beyond.

2. Roles and Responsibilities

Teachers

- Teachers are responsible for meeting the expectations set down in this policy regarding assessment, data and reporting for their class. Careful, timely assessment is one strand of the teacher's toolkit for planning next steps in the curriculum.

- Teachers are also responsible for planning how and when their children receive feedback, based on assessment in line with the **Hunsley Primary Feedback Policy**

School Leaders

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- Governors are responsible for being familiar with statutory assessment systems as well as being familiar with how the school's own system of non-statutory assessment improves learning.

- Governors are also responsible for holding school leaders to account for improving outcomes in school through robust analysis of data.

- The Headteacher is responsible for ensuring that the policy is adhered to and that the school is delivering assessment which is compliant with statutory expectations.

- The Headteacher is accountable for reporting to the Local Governing Body on all key aspects of pupil achievement, including current standards and trends over previous years, in a timely manner.

- The Headteacher is responsible for overseeing the implementation of a School Development Plan which addresses the outcomes of achievement data analysis.

- School leaders are responsible for creating a climate in which the principles of effective assessment are valued and shared, which includes promoting the importance of professional autonomy, in supporting teachers to make appropriate judgements about how best to build on the outcomes of assessments.

- School leaders should work closely with teaching staff on inclusive and ambitious next steps for children and groups, monitoring progress towards these and supporting teachers to address areas of need.

- Leaders are also responsible for ensuring that appropriate opportunities for professional research, development and training are planned over time and available to staff to enable high-quality, informed teaching and feedback to take place.

- Leaders must plan out timely opportunities for in-school and externally-supported moderation, involving all staff with a selection of colleagues, partner schools, School Improvement Partners and the Local Authority to support teaching staff in making accurate and useful summative assessment judgements, to ensure all children have an opportunity to make best progress.

- School leaders are responsible for ensuring teaching staff can learn from effective practices and worked examples, including examples of time-efficient methods for giving valuable feedback, so that teachers are able to make informed choices, carry out their professional role and maintain a positive, effective workload balance.

- School leaders are also responsible for monitoring the quality of teaching and learning in line with the Primary Trust Quality Assurance Policy Version I (2021-22).

Pupils

- In line with their age and stage of development, pupils are responsible for being ready to learn and listen to teacher feedback based on assessment

Parents and Carers

- Parents are responsible for supporting teaching and learning at school through the Parent / Carer Home-School Agreement as outlined in the Journal.

- Parents are responsible for working with school to support their children to make best use of Data Report feedback sent home, which includes targets and next steps (in line with the Hunsley Primary Feedback Policy).

- As appropriate in Reception, parents are asked to engage actively with Tapestry, the online EYFS reporting system; supporting children at home to achieve and uphold positive attitudes to learning and for raising questions or concerns should they occur.

3. Inclusion, Equality and Diversity

Hunsley Primary and the Education Alliance are committed to:

- Promoting equality and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of its student population and its workforce, ensuring that no individual or group is disadvantaged.

4. Vision, Values and Ethos

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses or professions for all children.

Ethos: Our Teaching and Learning Rationale

Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive

next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice

- Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion

- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks

- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development

- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly changing technological world

- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

5.   Definitions, Systems and Cycles

a) Assessment

There are **three broad types** of assessment used at Hunsley Primary, each of which has its own principles and details. See also the Hunsley Primary Feedback Policy.

a.i) Formative Assessment (TES[3]) – Assessment for Learning

'Formative assessment, also known as assessment **for** learning, is a method of assessing pupils while learning is happening rather than at the end of a topic or sequence of lessons (summative assessment). Formative assessment can be conducted through a variety of methods, such as targeted questioning, exit questions and recap starter activities, or peer and self-assessment that promotes reflection and the sharing of knowledge.

'Owing to the focus on continuous assessment, teachers can use the findings to build a picture of a class and groups of key students' understanding and progress. Timely intervention… can then take place... Formative assessment is also useful for building students' metacognitive awareness of how they learn and what they need to work on, which promotes greater responsibility and independence when it comes to learning.'

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[3] What is formative assessment? A definition (accessed 12-09-21)

a.ii) Summative Assessment – Assessment of Learning

a.ii.1) In-School Summative

Assessment of Learning (AoL), or 'summative assessment', focuses on assessing a child's learning at the end of a given period, such as a unit of work a term or a year. The emphasis is on measuring a child's progress at that given point towards curriculum objectives.

Teachers evaluate the learning a child has achieved at the end of the period and use this evaluation to provide feedback to pupils, plan next steps where appropriate or share with other key members of staff how to build on or support the learning. Feedback is also shared with parents and carers at this point and a broader picture of progress is communicated.

School leaders use in-school summative assessment to evaluate the engagement and academic performance of pupils over time, and work with teaching staff to identify where children might require additional input or intervention to reach their full potential.

a.ii.2) Nationally Standardised, Statutory Summative

Assessment enables teaching staff to understand and recognise national expectations in their teaching in the broader national context.

School leaders use in-school summative assessment to evaluate the engagement and academic performance of pupils over time, and work with teaching staff to identify where children might require additional input or intervention to reach their full potential.

Achievement is reported to pupils, parents and carers to understand how the children are performing in relation to pupils' performance nationally.

b) Data Collection Cycles

Summative data is submitted by teaching staff two times per year:

1) At the end of the Spring Half Term 2a
2) At the end of the Summer Half Term 3b

For each Data Collection point, achievement across the full range of subjects is recorded.

Teaching staff also record the children's engagement and attitude to learning using the **Hunsley Primary Characteristics of Learning** (see Appendix)

c) Recording Assessment Data

Teachers will record the results of in-school summative assessments (standardised tests) via the agreed class spreadsheet held securely on the internal 'w-drive'.

The results of national, standardised, statutory assessments are recorded in SIMS (the school management system) with the management and maintenance of this system supported by school leaders, the Hunsley Primary Administrator and the Trust Data Manager.

EYFS staff will securely record key observation achievements using Tapestry for ongoing assessment against the EYFS Curriculum. These are available for parents and carers to see as 'live' observational assessments.

For moderated, summative assessment recorded in the cycle of Data Collections and for internally moderated or Trust moderated assessment, a judgement is made as to where the child is working within the curriculum in each subject area as follows:

- Working above the standard (WAS)
- Working at the expected standard (EXS)
- Working towards the standard (WTS)
- Working at a pre-phase standard (WPS)

See **Appendix** for further details

In line with the **Hunsley Primary Feedback Policy**, teachers should record and track pupil formative assessment for learning and progress in a way that is useful to the purposes of the teacher themselves, for example to inform planning, moderation activities or as a basis for feedback conversations to parents / carers.

Pupils use **Knowledge Reminders** in each subject area to track, capture and revisit their core learning as part of the daily and also end of unit self-assessment or low-stakes testing and checking which informs teacher feedback and summative assessment judgements.

At Hunsley Primary, we use 'I Can' statements related to our curriculum progression maps in every subject to ensure that next step targets are suitably rigorous and the stages of development and progress are clearly mapped out in sequence for all staff to understand and use with pupils. Teachers will share the expected 'I cans' with pupils before embarking on a unit of learning, for example by using the **Curriculum Challenge Checklists.**

d) Target Setting

End of year and end of Key Stage academic targets are set by school leaders working closely with teaching staff, using a combination of factors:

- Fisher Family Trust (FFT) national data target benchmarks

- Nationally standardised prior achievement data, e.g. end of key stage assessment; Phonics Screening Check; Multiplication Tables Check (MTC)

- Local Authority standardised teacher assessment, e.g. end of Key Stage 1 assessments

- Baseline assessment, e.g. Early Years Statutory Baseline assessment

For pupils working at a pre-phase standard of attainment, our target setting and assessment arrangements consider progress relative to pupil starting points, and take this into account alongside the specific learning styles of each child.

e) Communication with Parents and Carers

It is an expectation that teaching staff will communicate with parents or carers in a timely and sensitive manner regarding any concerns about progress arising from in-school formative or summative assessment.

Teachers shall not wait until a formal reporting point or a Progress Event to communicate concerns. This is to ensure that partnership working with families can result in sharing clear information about pupils and timely interventions being put in place and monitored.

e.i) Reporting

Two written reports are sent to parents and carers each year.

The first, sent at the end of the Spring Half Term, is a data-only report detailing the mid-way point for pupil progress. This report shares achievement and engagement data from the Spring data collection point. Reports show an assessment of the child's current achievement against their targets and year group-related curriculum expectations.

The report provides parents with information about their child's attendance and behaviour.

Teaching staff also report on each child's engagement and attitude to learning using the Hunsley Primary Characteristics of Learning (see Appendix)

In addition, parents and carers are provided with the results of any statutory assessments undertaken in that period.

The second report, sent at the end of the Summer Term, is a data and comment-based report. In addition to the above, it also details written comments regarding pupil achievement and next steps for the following academic year.

Following each report, parents and carers are asked to provide feedback and given an opportunity to consult with their child's teacher, headteacher or other school leader with questions or comments.

e.ii) Parents' Events

Each year, parents and carers are invited to attend two Parent Progress Events and a Learning Consultation event. Parents and carers are also invited to attend ParentLearn sessions and Meet the Teacher events at specific times in the year.

e.ii.1) Parents' Progress Events

At Parent Progress Event meetings, the children's progress, attainment and next steps are discussed.

The first takes place during the second half of the Autumn Term and details how children have settled in and progressed, and shares next steps for the Spring Terms' learning.

The second Parent Progress Event takes place in the second half of the Spring Term and discusses children's progress and next steps.

Progress Events are 10-minute appointments with the classteacher/s and parents/carers book their appointment slot through the school office. Where parents are separated and wish to make two separate appointments, they are supported to do so.

e.ii.2) Learning Consultation Events

Learning Consultation Events are hosted by the class teacher and teaching assistant. The events enable parents and carers to spend time in their child's classroom to see and interact with their books, displays and work, and speak with the class teacher, teaching assistant and Headteacher about learning in the classroom context. The Learning Consultation Event takes place during the

Summer Term and parents wishing to speak individually with the teacher at this point are able to book in a 10 minute slot to do so.

e.ii.3) ParentLearn and Meet the Teacher Events

These meetings offer a range of virtual and face-to-face sessions which introduce parents to the curriculum and provision on offer in school. Phonics, maths, e-safety, Relationships Education are examples of ParentLearn sessions we offer to help families to support their children at home with their learning.

e.iii) Pupil Review and EHCP Review Meetings

In addition to Parent Progress Events, where children have their own Individual Support Plan or Education, Health and Care Plan (EHCP) a half-termly review meeting with the Inclusion Lead will be offered to parents to work in partnership with school.

Statutory Annual Review meetings will also take place (or, as required Interim Review meetings) for children who have an EHCP.

e.iv) Headteacher Sessions

All parents and carers wishing to discuss their child with the Headteacher can book an appointment to do so throughout the school year.

There is also the opportunity to do so at one of the Headteacher sessions which coincide with the end of each term.

Appointments can be booked via the School Office.

7. Monitoring the effectiveness of the policy

Monitoring processes for self-evaluation are carried out by school leaders in line with the Trust Primary Quality Assurance Policy.

The implementation of this Policy should be monitored and supported by school leaders to ensure that successful application is possible and achievable for all staff.

8. Review

This policy will be reviewed within 2 years of the date of implementation.

Appendices

Appendix 1: Teacher judgements for in-school, standardised assessment of learning

Teachers will use a range of assessment approaches, plus moderated examples of pupil work and observation, to assess if a pupil is working above, at, towards or pre-phase the expected level.

Assessment Terminology	Exemplification
Working Above the expected Standard WAS	e.g. they are working at mastery level and are able to show consistently high levels of understanding and application in the curriculum area being taught.
Working at the Expected Standard EXS	e.g. they are completing the majority of work within lessons and show they have a secure grasp of concepts being taught.
Working Towards the expected Standard WTS	e.g. a pupil is managing to grasp some concepts being taught but further support is needed.
Working at a Pre-phase Standard (WPS)	e.g. a pupil is unable to access the curriculum for their age group and is working on the curriculum that is pre-phase.

Appendix 2: Hunsley Primary Characteristics of Learning

The Hunsley Primary Characteristics of Learning[4] Hunsley Primary Characteristics of Learning statements build upon the crucial Characteristics of Effective Learning which underpin the statutory Foundation Stage Curriculum. The teacher assessment for each child's demonstration of the Characteristics is recorded at every half-termly achievement data collection point in Years 1 to 6 and reported to parents in the termly Progress Report, along with Attendance, Sanctions and Rewards data. There are 9 statements across the Characteristics, organised under four overarching headings – the main areas we wish our pupils to develop:

- **Behaviour for Learning***
- **Working Positively Together**
- **Independent Learning and Enquiry**
- **Organisation and Communication**

Behaviour for Learning in this case refers not to sanctions and rewards which are judged and reported on separately, using the criteria stated in the Behaviour Policy, but refers instead to the characteristics required for readiness to learn and to persist in learning when difficulties are experienced.

KS1 and 2 Age-Related Expectations

The expectations regarding a child's level of development with regard to the Characteristics differ from KS1 and KS2, to take into account the significant variations in age across the two Key Stages, but the four headings remain the same – closely linked to the independent learning ethos we wish to embed and incorporating wider qualities, values and skills, such as the British Values and the 'working scientifically' agenda, which underpin the Hunsley Primary ethos for learning.

There are also four 'best fit' assessment 'grades' to show parents and pupils the extent to which the pupils is meeting each Characteristic. This judgement of 1, 2, 3 or 4 is shared along with the child's academic achievement, in termly achievement reports.

The four 'grades' of assessment remain the same across the Key Stages:

- **1 – I am confident in this area, above age-related expectation**
- **2 – I am developing these areas well**
- **3 – I need help to meet these areas sometimes**
- **4 – I am receiving regular support to meet these areas**

In Years 1-6, as well as rewards for academic specialisms rewards points are given for good effort and good outcomes in Behaviour for Learning, Working Positively Together, Independent Learning and Enquiry and Organisation and Communication. As these rewards are amassed, they are celebrated in school with 'Hunsley Star of the Week' certificates and half-termly awards for bronze, silver, gold and platinum standard. The children are also rewarded for attendance (100%) each half term as well as annually.

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[4] Links to the Hunsley Primary Vision Statements, Science Policy, Teaching and Learning Policy, Behaviour for Learning Policy, Curriculum Plan, Assessment and Reporting Policy, Prevent Policy, Statement of British Values, Mathematics and Numeracy Policy, and Literacy Policy.

Hunsley Primary Characteristics of Learning	1, 2, 3, or 4

Behaviour for Learning	Being willing to have a go • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error	
	Keeping on trying • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties • Engaging in open-ended activity	
	Being involved and concentrating • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details	
Working Positively Together	Finding out and exploring together • Working in partnership to ensure positive co-operation • Showing curiosity about objects, events and people • Showing particular interests and interest in The Team achievements • Acting out experiences with other people • Taking on a role	
	Making a positive contribution • Being a full member of The Team • Being responsible for own choices and actions and helping others to do the same • Respecting others' ideas, beliefs and contributions • Respecting and participating in the democratic process • Showing an understanding of right from wrong	
Independent Learning and Enquiry	Having confidence in their own ideas • Thinking of own ideas • Finding ways to solve problems • Finding new ways to do things • Having self-knowledge, self-esteem and self-confidence	
	Choosing own ways to do things • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked	
Organisation and Communication	Taking pride in learning • Showing satisfaction in meeting their own goals • Completing activities to their best standard • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise	
	Being able to organise their own learning • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect	
	Using the 'language of learning' • Discussing and describing (Working Scientifically) • Reflecting, questioning and reasoning (WS) • Capturing and recording (WS) • Practising and applying in different contexts (WS) • Going deeper and taking next steps (WS)	

Appendix 3: In-School Summative Assessment Examples

Reading

Assessment	Purpose
NFER Reading Test Assessment Key Stage 1 and 2: At the end of each term, pupils take part in a standardised reading test. Pearson Active Learn 'Bug Club' reading assessment	To measure the ability of pupils to inform the planning of the next English unit. To plan individual support needed for pupils over the next planning sequence To provide standardised assessment results.

Writing

Assessment	Purpose
Independent Writing Assessment completed each half term. The children apply their previous learning independently.	To measure the independent ability of pupils to apply their skills and to inform planning of the next unit of English. To plan individual support needed for pupils.

Phonics

Assessment	Purpose
Phonics screening assessment completed at the end of each half term in Year 1 and in Year 2 for pupils who have not met the Year 1 standard.	To measure the ability of pupils to inform planning for the next phase of learning.

Maths

Assessment	Purpose
Post-learning White Rose Maths unit assessment. This provides a review of the learning that has been covered within the unit.	To measure the ability of pupils in relation to an area of maths that they have just completed studying. This assessment will inform further support that is needed.
End of term White Rose Assessment. These combine the learning for the term and assess the retention of the new learning gained as well as assessing how well pupils can apply their skills in problem solving and reasoning.	To measure the ability of pupils and to plan for further support needed for individuals, if needed.

Appendix 4: Assessment Calendar, including national statutory assessments

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**EYFS Baseline**	Pearson Reading Assessment		Pearson Reading Assessment		**Early Learning Goals Profile** Pearson Reading Assessment
Year 1	Independent Writing Assessment Practice Phonics Screening Check Pearson Reading Assessment	Independent Writing Assessment Practice Phonics Screening Check WhiteRose arithmetic and end of term test NFER Reading Assessment Pearson Reading Assessment	Independent Writing Assessment Practice Phonics Screening Check Pearson Reading Assessment	Independent Writing Assessment Practice Phonics Screening Check NFER Reading Assessment Pearson Reading Assessment WhiteRose arithmetic and end of term test	Independent Writing Assessment Practice Phonics Screening Check Pearson Reading Assessment	Independent Writing Assessment **Phonics Screening Check** NFER Reading Assessment WhiteRose arithmetic and end of term test Pearson Reading Assessment
Year 2	Independent Writing Assessment Pearson Reading Assessment	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test Pearson Reading Assessment Y2 Practice SATS	Independent Writing Assessment Pearson Reading Assessment Y2 Practice SATS	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test Pearson Reading Assessment Y2 Practice SATS	Independent Writing Assessment **Year 2 SATS**	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test Pearson Reading Assessment
Year 3	Independent Writing Assessment Pearson Reading Assessment	Independent Writing Assessment NFER Reading Assessment Pearson Reading Assessment WhiteRose arithmetic and end of term test	Independent Writing Assessment Pearson Reading Assessment	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test Pearson Reading Assessment	Independent Writing Assessment Pearson Reading Assessment	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test Pearson Reading Assessment
Year 4	Independent Writing Assessment Practice Multiplication Tables Check Pearson Reading Assessment **KS2 Swimming Assessment**	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test Practice Multiplication Tables Check Pearson Reading Assessment	Independent Writing Assessment Practice Multiplication Tables Check Pearson Reading Assessment	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test Practice Multiplication Tables Check Pearson Reading Assessment	Independent Writing Assessment Practice Multiplication Tables Check Pearson Reading Assessment	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test **Multiplication Tables Check** Pearson Reading Assessment
Year 5	Independent Writing Assessment Pearson Reading Assessment **KS2 Swimming Assessment**	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test Pearson Reading Assessment	Independent Writing Assessment Pearson Reading Assessment	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test Pearson Reading Assessment	Independent Writing Assessment Pearson Reading Assessment	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test Pearson Reading Assessment
Year 6	Independent Writing Assessment Y6 Practice SATS Pearson Reading Assessment	Independent Writing Assessment NFER Reading Assessment Y6 Practice SATS Pearson Reading Assessment	Independent Writing Assessment Y6 Practice SATS Pearson Reading Assessment	Independent Writing Assessment NFER Reading Assessment Y6 Practice SATS Pearson Reading Assessment	**Y6 SATs**	Transition assessments.