Alderton Infant and Junior Schools

Assessment and Moderation Policy

Adopted by Governors: September 2026

To be reviewed: September 2029

Signed:

Date:

Assessment and Moderation Policy

Alderton Infant and Junior Schools

Rationale

Assessment is an integral part of teaching and learning. We use a range of assessments; formative, diagnostic and summative, to inform learning and teaching and to track individual and group progress.

Assessment of Learning (AoL) is used to make judgements about attainment and Assessment for Learning (AfL) is the process by which evidence is used by both teachers and pupils to establish where learners are, where they need to be and what the next steps are to reach the End of Year or Key Stage Two objectives.

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform effective, focused planning.
- To identify barriers to learning quickly and to provide appropriate support.
- Enable learners and teachers to identify achievements and plan for future progress.
- Assist with continuity and progression from Reception to Key Stage 1, Key Stage 1 to Key Stage 2 and from Key Stage 2 to Key Stage 3.
- Meet statutory requirements for record keeping, assessing and reporting.

Assessment of Learning and Setting Targets

It is a statutory duty for all teachers to keep a record of each pupil's achievements.

Progress within the year is ascertained by looking at the progress shown in books as well as progress towards meeting the End of Year expectations shown through test results or on the target sheets in writing. Expected progress is judged as making one programme of study (POS) from the end of one summer term to the next.

Within the first half term of each year, teachers, in conjunction with the Headteacher and Deputy headteacher, create a Raising Attainment Plan and set targets for the core subjects.

Summative Assessments

Standardised assessments are carried out termly in years one to six to assist teachers in determining attainment against the year group expectations. The results are used to identify gaps, inform planning for progression and determine next steps for learning.

As part of the Maths Mastery Scheme, cold tasks are used at the beginning of a unit to show children's starting points and therefore guide planning for the unit. At the end of a unit, a hot task is used to demonstrate successes and provide information for further learning activities.

In Nursery ongoing assessments are carried out based on 'Birth to 5 Matters' and 'Development Matters'. each child is allocated a key worker who will observe specific children each week during focus activities which are then reported on Tapestry. Each pupil will be formally observed every 3 weeks with observations then shared with parents.

End Of Key Stage Assessments

Reception

The statutory RBA baseline is administered within the first six weeks of a pupil starting school to create a baseline for school level progress measures.

Children in Reception are tracked on the Development Matters bands of the Early Years Foundation Stage Curriculum. Teachers do their own baseline assessment (separate to the RBA) noting observations about a child's strengths and areas for development. Teachers assess which children are 'on track' for the start of the year and which children are 'working towards' age-related expectations. The RBA baseline information is shared at the first parents' evening. Children's significant achievements are recorded through careful observations of individual learning, focussed tasks and how they talk about their learning.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of Mathematics and Literacy. At the end of the EYFS year the EYFS Profile completes the picture of everything they have learnt, and are able to do. This is reported to parents in July, so parents know if their child is at the age related expectation or is emerging into this. A robust handover between reception teachers and Y1 teachers is conducted to ensure that every child's individual needs are continued to be met.

Key Stage 1 and 2

The non-statutory KS1 standardised assessment materials are used to support teacher assessment judgements for the end of Year 2.

In Year 6, past SATs papers are used throughout the year, in conjunction with teacher assessment, to monitor progress in preparation for the statutory Key Stage 2 SATs that take place in May. These 'mock' SATs assessments take place in line with other EFSPT schools in November, January and March.

Phonics and Reading

In EYFS and Key Stage one, phonics is assessed half termly though the LIttle Wandle phonics programme. All pupils in Year 1 will take the Phonics Screening Check unless they have no understanding of grapheme-phoneme correspondence. Those who do not pass the Y1 phonics check are then enrolled onto the Little Wandle Catch Up programme and will retake the test in Year 2. For pupils who enter Key stage 2 with phonics gaps, they too will access the structured programme of Little Wandle Catch Up.

In Key Stage 2, teachers record Fluency assessments termly. Accelerated Reader STAR Reading Assessments are carried out 4 times per year – as a baseline in September and then termly. The results of these STAR assessments are used to ensure children have access to books at the correct reading level (ZPD), to identify those children at risk of underachieving and to see which children are making accelerated progress.

Tracking Attainment and Progress

In Reception, teachers assess progress at the same points in the year but it is added to the Early Years Tracking Spreadsheet for all ELGS, not just the prime areas. Adults make astute decisions as to how to gather evidence for areas where it is less easy to gather written evidence (e.g. PSED, UTW) using Tapestry whilst focusing on high quality interactions 'in the moment.'

Arbor (an online tracking system) is used to track attainment and progress for each pupil in years one to six. Each term, the teacher considers whether the pupil is on track to meet End of Year Expectations (ARE) for attainment based on their current class work and any tests carried out.
EXS: Indicates the pupil is on track to meet ARE by the end of the academic year

GDS: Indicates a pupil confidently working at age related expectations and showing a wider and more thorough grasp of concepts

WTS: Indicates that the pupil is not yet on track to meet ARE and that targeted support may be required for the to achieve EXS by the end of the year.

PYG: For a few pupils with specific SEND learning needs, the PYG code is used to indicate that they are working on targets below their current year group that are personalised for their needs.

Progress is measured by comparing the pupil's current end of year data with the previous year or comparing with Year 2 SATs results. Expected progress is for a child to stay in the same band e.g. EXS- EXS or GDS-GDS. Accelerated progress is indicated where a pupil moves up from their previous banding e.g. WTS-EXS or EXS-GDS

Data for reading, writing and maths is added to progress tracking grids for all children at 3 points in the year: end of Autumn term, Spring term and Summer term. In Key Stage 2 grammar, punctuation and spelling is also added. Teachers then upload their data (based on a combination of test results and the teacher's own judgements) to *Arbor* for analysis at these assessment points.

Data Analysis
The Headteacher and Deputy headteacher utilise the *Arbor* entries to carry out termly data analysis. This analysis is used to inform Pupil Progress Meetings, School Self Evaluation and the School Development Plan as well as the Head teacher's reporting to governors and teacher appraisals.

Pupil Progress Meetings

Pupil Progress Meetings are a supportive and collaborative process held termly with the class teacher, Headteacher, Deputy Headteacher and SENDCo with the focus on the progress and attainment of individuals and groups within the class. A discussion on current interventions and whether changes are necessary also takes place as well as identifying targets for specific children that need additional support.

Writing Targets

All children who are working on the National Curriculum expectations have individual target sheets for writing. Target sheets are stuck in the pupils' books. Children who are not able to access the current year's curriculum (due to specific SEN or EAL needs) work on lower year group targets or individual targets set up with support from the inclusion team and linked to the pre Key Stage framework and the pupil's EHCP/One Plan targets.

When marking, teachers refer to these targets and write the dates of when evidence that shows progress towards achieving an end of year expectation is seen in a child's writing– this can be from writing in English or in a cross curricular subject. Children, particularly in Key Stage 2, are encouraged to refer to these targets in their books, where possible, in order to take responsibility for their own learning and to identify the next steps in their learning.

When children are secure in their year group targets (having achieved at least 80%) teachers can use the 'Greater Depth' statements to identify pupils working beyond the expected level.

These target records are not duplicated elsewhere as this process would mean unnecessary additional paperwork.

Wider Curriculum Assessment

Learning in Science, History, Geography and RE is assessed by asking the children to write what they know at the beginning of a topic and then returning to this again at the end of a topic and asking the same question. At the end of the topic, the children write in purple pen to demonstrate their new learning and understanding. In Year 1, this may be done as a class or orally. Baseline tasks and end of unit reflections are also carried out in PSHCE.

Science

Working Scientifically targets are used to identify progress made towards understanding and knowing the scientific enquiry skills. These are divided into phases (KS1, LKS2 and UKS2) and are kept at the front of each pupil's science book. These are then passed up to the next teacher at the end of Y1, Y3 and Y5.

At the end of each year, teachers make a judgement based on the pupils' work focussing on both Knowledge and Understanding of scientific concepts and the Working Scientifically skills to arrive at an overall judgement on their Science attainment. This is then added to *Arbor.*

Monitoring

Monitoring is carried out in order to ensure that policies are put into practice, procedures are followed and planning, teaching and learning are of high quality. It includes classroom observations, scrutiny of teachers' planning, pupils' books and the pupil progress meetings held after each assessment point throughout the year.

Assessment Moderation

Teachers' judgements and ongoing assessment against individual targets are moderated throughout the year to ensure consistency and accuracy of assessment information. This moderation takes place in year groups as well as across year groups and phases during staff meetings at least termly. Opportunities for year group focussed cross school writing moderation with other EFSPT schools also take place annually.

Transition

At the end of the summer term, handover sessions are organised between the current and future teachers across both schools in order to ensure smooth transition and on-going progression. At the end of Year 6, meetings are held between the local secondary schools and Year 6 teachers to ensure a smooth transition to Key Stage 3.

Reporting to Parents

Reports to parents are given verbally at Parents Evenings in the Autumn and Spring terms. Schools have a statutory duty to provide a written report on each pupil to his/her parent/ guardian annually. This includes a summary of what the pupil has learned as well as positive achievements, progress made and areas for development. Reports are personal to the child, written with the reader in mind, succinctly and without too much jargon. National Curriculum attainment against year group expectations for English and Mathematics are also included. In Key stage 2, reports are sent out at the end of the Spring term with the areas for development then used as focus targets for the summer term. Whereas in EYFS and Key Stage 1, reports are sent out in the Summer term along with Key stage 2 results from Statutory tests.

Sarah Finn September 2026

Assessment Overview AIS/AJS

	Autumn	Spring	Summer
Reception	RBA baseline Ongoing Assessments	Ongoing Assessments	**EYFS Profile Assessments**
Year 1	Magma Maths Phonics assessments Writing moderation	Magma Maths Phonics assessments Writing moderation	Magma Maths **Phonics Screening Check** Writing moderation Science assessment
Year 2	Y2 NFER Tests in Reading, Maths Reading fluency Writing moderation	Y2 NFER Tests in Reading, Maths Reading fluency Writing moderation	**KS1 optional SATs** Reading fluency Writing moderation Star Reading test Science assessment
KS2	Y3 baselines Star Reading test Reading fluency Y3-Y5 NFER Tests in Reading, Maths, GPS Star Reading test Writing moderation	Y3-Y5 NFER Tests in Reading, Maths, GPS Reading fluency Writing moderation Star Reading test	Y3-Y5 NFER Tests in Reading, Maths, GPS **Y4 MTC** Reading fluency Writing moderation Star Reading test Science assessment
Y6	Mock SATs baseline Star Reading test Reading fluency Mock Sats November papers Star Reading test Writing moderation	Mock SATs January Mock Sats March Star Reading test Writing moderation	**KS2 SATs Tests** Writing moderation Science assessment ***National Assessments in bold**