



Assessment, Target Setting and Pupil Progress Policy

September 2025

Caldecote Primary School Assessment statement

Intent

Teachers to use meaningful assessment to ensure that all pupils are given the best opportunities to achieve and be successful learners.

Implementation

Teachers and leaders use assessment to help learners embed and use knowledge fluently or to check understanding and inform teaching.

Impact

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in national test scores.

Introduction

Assessment in all its forms plays a key role in improving our knowledge base of our pupils, but only if it is accurate. For it to be accurate and therefore meaningful. The teacher who knows a child well, who can describe their achievement and learning in detail and who knows 'what makes them tick' is better placed to help them achieve than the teacher who has to bring out an assessment file to speak knowledgeably about that child.

At our school the teachers and senior leaders have expert knowledge about the children in their care. This includes information about pupils' learning behaviour and any barriers to learning, as well as their attainment, progress and outcomes. We believe that this knowledge about our pupils enables us to plan for children to meet their attainment and progress thresholds.

Assessment at Caldecote Primary School is integral to pupils' progress in learning because it informs teachers' planning and their implementation of the curriculum. Assessment and curriculum are therefore inextricably linked. Assessment helps us to evaluate how children are progressing in their learning.

Additionally, assessment helps us to identify children who may need additional support and/or those who require a more appropriate level of challenge. Assessment is used to ascertain what children know and identify their gaps in learning.

Tracking of pupil attainment and progress, informed by rigorous but meaningful assessment, enables us to ensure that all children can be supported to achieve their best. It helps us to ensure that all pupils are given the best opportunities to achieve and be successful learners.

Teachers who know and care about their pupils, who accurately assess their knowledge and skills using a variety of strategies, are well placed to encourage and motivate them. We believe that the responsive approach to assessment at Caldecote Primary School facilitates high attainment and progress.

Aims

The main aims for assessment are that it is:

- Informative
- Diagnostic
- Evaluative
- Accurate
- Purposeful

This is to:

- enable our pupils to demonstrate what they know, understand and can do (outcomes);
- help our pupils understand what they need to do next to improve their work; this is shared as targets and next steps in learning
- allow teachers to plan work that accurately reflects the needs of each child

- provide regular information for parents/carers that enables them to support their child's learning;
- Provide all stakeholders with information that allows them to make judgements about the effectiveness of the school and to bring about improvement.
- Enable senior leaders and stakeholders to monitor standards and set school development priorities.

Types of assessment

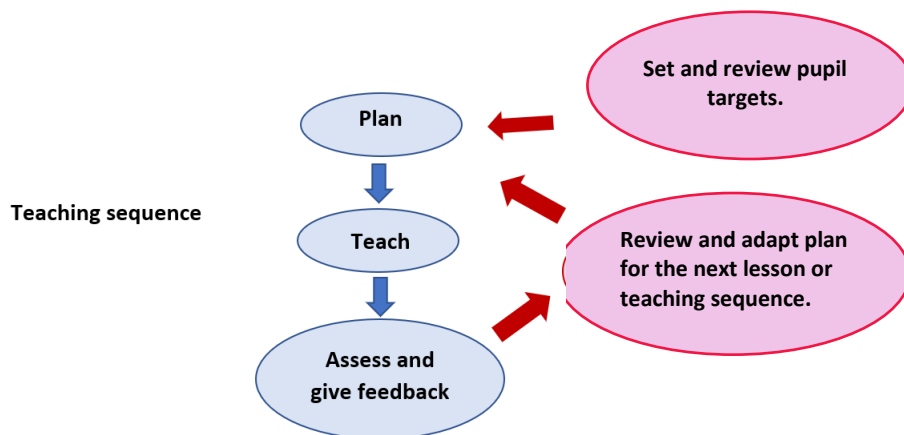
We use three broad types of assessment across the school

- Formative assessment (Assessment for learning)
- Summative assessment (Assessment of learning)
- National standardised assessments

This informs whether outcomes are being met, what progress is being made and what attainment milestones have been achieved.

Assessing children's knowledge

This is the on-going daily process whereby we assess children's knowledge:



Formative assessment

This process may be informed by:

- children's conversations with each other and with the teacher;
- class discussions;
- children's responses to direct questions;
- pupils' work in all forms - e.g. a piece of artwork; a poetry performance; answers in maths.
- observations
- regular, short tests or assessment tasks
- marking and live feedback;
- pupils' peer and self-assessment;
- pupils' responses to feedback (either written or verbal).

Formative assessment helps teachers to understand whether a child has grasped a concept or understood the knowledge taught in a lesson, or whether a child has retained prior knowledge over a series of lessons. The key formative assessment strategies that are used at Caldecote Primary School are outlined in Appendix 1.

These highly effective formative assessment strategies enable teachers to measure knowledge and understanding acquired against knowledge objectives, and help teachers to identify where and how they can progress learning. Regular teacher feedback and self-assessment helps children to develop their own evaluative skills, to accept and respond to constructive feedback and to know how to continually improve and address misconceptions. Formative assessment helps children to understand that learning is a continual journey. Formative assessment can be used to provide additional support in class, and shared with parents and carers so they can help their child.

Teachers should continuously draw upon day-to-day teaching and assessment which reveals pupils' understanding and misconceptions. In all subjects, teachers are expected to evaluate the learning at the end of a lesson to assess the impact of their own teaching as well as to measure the outcomes for the child. These notes are annotated on lesson plans. Ongoing formative assessment of progress against the learning objectives are recorded in pupils' exercise books, and outlined in the marking and feedback policy (Appendix 2).

Summative assessments

Summative assessments are used to inform planning and to ensure that misconceptions and gaps in learning are addressed. All summative assessments are scheduled through the year on the Caldecote Primary Assessment Calendars (Appendix 3).

Planning for summative assessments

Teachers are expected to map summative assessments in line with their teaching sequences onto a half termly overview (Appendix 4) and plan timescales for completion, as follows:

Example: Planning summative assessments ahead of data drops

4/11 (Week commencing) Complete Testbase assessments

11/11 Complete any missed assessments due to absence

22/11 Mark assessments and upload to data analysis tool. Analyse data and formulate judgements. Complete independent writing.

29/11 Mark independent writing and formulate judgements. Review formative assessments.

2/12 Data drop

This is to ensure that teachers have adequate time to complete and mark the tests, analyse test scores/responses, consider next steps for teaching and update progress on the school tracking system.

Baseline and end point assessments

Baseline assessments are completed in the first half term of the academic year to assess starting points. Tests are completed again at the end of the academic year to measure progress. These assessments include, but are not limited to:

- Reception - Baseline assessment (Yr R)
- Phonics – Little Wandle Baseline assessment (Year R – Year 2)
- Fine Motor Skills/Handwriting - Letter and number formation (Year R – Year 6)
- Maths – MTC check (taught content only) on Maths Frame and score recorded (Year 3 – Year 6)
- Spelling – Common exception word baseline spelling test (Year 1 – Year 6).
- Writing - One piece of baseline unaided writing (All pupils)

Progress checks

Progress checks are completed following a teaching sequence to assess the progress of pupils and the quality of teaching. There should be a two-week lag between completing the unit and completing the progress check so that it accurately assesses the retained learning. These provide teachers the opportunity to address gaps in knowledge before moving on to a new domain or concept. These assessments include, but are not limited to:

- End of unit Little Wandle Phonics reviews (Yr R – Yr 2)
- End of unit multiple choice quizzes or essay-style questions for foundation subjects (Yr 1 – Yr 6)

Termly summative assessments

Termly assessments help us to establish whether a child has retained that knowledge over time and/or can remember how to apply taught skills independently. At Caldecote Primary School, Reading, GPS and Maths is formally assessed at three assessment points throughout the school year. These are in the Autumn Term (November), the Spring Term (March) and the Summer Term (June). Children in Year 2 and 6 complete past SATs papers, and children in Year 1, 3, 4 and 5 complete Testbase Standardised Assessments.

Ongoing assessments

In reading, prosody is measured against the Caldecote Primary prosody grid (Appendix 5).

Independent writing pieces, usually two per half term, linked to the teaching sequence, are marked and assessed against the Teacher Assessment Frameworks (Appendix 6). This is updated as evidence is marked.

In Reception to Year 2, Little Wandle phonics reviews are completed periodically with taught sounds being checked two weeks after the teaching sequence has been delivered.

For pupils in Year 1 and those children re-taking in Year 2, mock phonics screener checks are completed with children on a half termly basis from January – June each year. The official DfE phonics screening check is completed in June each academic year.

Standardisation and parameters

For all summative assessments, parameters are defined to support staff to make judgements about the performance of pupils and follow a course of action for intervention. The assessment parameters are outlined in Appendix 7. For Testbase and DfE SATs papers, standardisation tools are employed to measure performance against other pupils nationally.

National assessments

At Caldecote Primary School, the children complete the following national formal assessments:

Reception – Statutory Reception Baseline Assessment

Year 1 – Statutory Phonics Screening Check

Year 2 – KS1 SATs (Non-statutory)

Year 4 – Statutory Multiplication Tables Check

Year 6 – KS2 Statutory Assessment Tests (SATs)

National statutory assessments are used by school leaders, including governors, to:

- monitor the performance of school cohorts and identify where interventions may be needed;
- identify any areas for development or strengths in school performance;
- identify how disadvantaged pupils at Caldecote Primary are performing against national standards as well as compared with their peers;
- identify how different groups of pupils are performing against national data;
- compare overall school standards with national standards.

The Senior Leadership Team analyse school performance data and use it to inform their school development priorities. The head teacher presents governors with a full set of data and an analysis of outcomes in the autumn term.

All statutory assessments are published by the DfE as part of a report known as ASP (Analyse School Performance) and by Ofsted as part of their IDSR (Inspection Data Summary Report). Outcomes of national assessments are reported to parents and carers with national comparisons so that they are able to understand how their child is performing in comparison to pupils nationally.

Monitoring of assessment

Senior leaders and subject leaders monitor pupil progress and check the accuracy of the assessment through: data analysis, book scrutiny, lesson drop-ins or when speaking to the children.

SLT monitoring of testing supports staff to ensure access arrangements are delivered consistently, and test outcomes are reliable and valid.

Termly moderation and standardisation exercises by teachers and senior leaders ensures that there is consistency in teacher assessment. Supplementary documents, in line with DfE assessment expectations, is provided to support staff in making accurate judgements – ‘Assessing Reading’, ‘Assessing Writing’ and ‘Assessing Maths’ (Appendix 8).

Target setting

How do we set targets?

At Caldecote Primary School, we use prior assessment data to set aspirational and ambitious targets for pupils. At the start of the academic year, once a full analysis of pupil performance in the previous year has occurred, whole school curriculum targets are established in Reading, Writing and Mathematics for every class/cohort at the first pupil progress meeting.

Key groups include:

- All Children
- Boys
- Girls
- PP
- SEND
- EAL

Pupil progress meetings

Pupil progress meetings between class teachers and members of the Senior Leadership Team happen once each term.

Purpose of the meeting

- To value and learn from teacher professional judgement.
- To identify progress of individual children.
- To identify cohort progress.
- To focus on the target group but to also identify children at risk due to additional circumstances.
- To identify progress of groups within the cohort – gender, SEND, ethnicity, boy/girls.
- To look at the impact of the intervention programmes.
- To agree action points for next steps in closing gaps and achieving best possible outcomes.

These meetings are to establish how the children are progressing in relation to their age-related expectations and to find ways to ensure that all children are supported in their learning in a manner that reflects their individual needs. Children that may be in danger of falling behind are also identified; SLT are then able to discuss how these children might be supported with the teachers to ensure that actions are taken to accelerate the children's learning. Likewise, children that are exceeding age-related expectations are discussed and extension work put in place as appropriate. Teachers complete a Pupil Progress Meeting Record (Appendix 9) using most recent data prior to this meeting.

If a child is identified as not making sufficient progress, then the following measures may be put into place:

- Targeted teaching/support in class by the class teacher
- Intervention programme put in place (this may be 1:1 or group intervention)
- Extra work at home
- Parents/carers invited to a meeting to discuss their child's learning

Teacher Assessment

Teacher assessment is a judgement based on sustained independent work by pupils that demonstrate certain competencies shown in work over time. All children in Years 1- 6 are regularly assessed against the national expectations for all subjects using the Caldecote Assessment Framework (Appendix 10). They are used to assess children's independent work at three mid-term intervals through the year.

Every term, teachers will assess independent work using a consistent model. We use a benchmarking approach - a standard agreed for each attainment band, within each year group is used to standardise all assessments. The collection of work used will have been produced independently and across a range of subjects within the curriculum. In order to assess whether a child is working at age-related expectations, a systematic process is put into place:

1. A benchmarking group will be identified for each year group against which teachers can base their assessment judgements for all pupils. We use carefully-selected pupils for benchmarking purposes, to ensure that all groups within our school are considered. This may be pupils who are disadvantaged, new to school, speak English as an additional language, and those working at a range of abilities, including pupils working below their national curriculum age group. The arrangement of the benchmarking group is identified below:

2 children working at Greater Depth for their age and Stage	GDS
2 children working at the Expected Standard for the age and Stage	EXS
2 Children Working Towards the Expected Standard for their Age and Stage	WTS
Any Child working below their Age or Stage by more than 1 academic year	BLW

2. Teachers will begin with the framework for the pupil's current year group and discuss examples of work and outcomes within collaborative planning.

3. Teachers will compare the evidence with a sample of work and decide if the statement is evident. Using the school tracking system, teachers will highlight one of the following statements:

Taught, but not yet understood
Some evidence, but not yet secure
Objective secured
Working at greater depth

4. Once completed for all taught objectives, the teacher will synthesise judgements into an overall 'best-fit' level for the pupils' attainment – this data is provisional and subject to moderation.

5. Key stage teams will work together to moderate their provisional data to be as consistent and secure as possible prior to the final assessment deadline each term.

6. Attainment is described as one of the following statements and entered as a point in time assessment in the tracking system:

Working at Greater Depth for their Age and Stage	GDS
Working at the Expected Standard for the Age and Stage	EXS
Working Towards the Expected Standard for their Age and Stage	WTS
Working further than a year Below their Age and Stage	BLW

From these summative assessments, teachers will identify target areas for each pupil which will be reported to parents in written or verbal form in accordance with our reporting framework. Teachers may also use National Curriculum objectives to generate appropriate next steps and targets. Teachers in years 2 and 6 may also wish to refer to the key objectives within the Teacher Assessment Frameworks – TAFs (DfE 2018).

Assessments are moderated with Caldecote colleagues during internal moderation sessions and with colleagues within the CB23 Network; this provides increased rigour and reduces in-school variation.

Teachers in Years 2 and 6 may also wish to refer to the statutory objectives within the Teacher assessment frameworks for Year Six (DfE 2018) and the now Non-Statutory Guidance for Year 2 (DfE 2018) (Appendix 11).

Capturing Assessment Outcomes

Data submission points

Data submission points are scheduled for the end of Autumn 2, Spring 2 and Summer 2, with specific dates outlined on the assessment calendar. The scheduled data submission points are an opportunity to ‘stop and think’ strategically about the degree of understanding that a pupil has at that point in time. Class teachers submit a judgement for all pupils as to whether they are on track to achieve below, working towards, working at and greater depth against end of year expectations. In Year 1 – Year 6, this is completed for each pupil in their class in reading, writing and maths. Early Years teachers submit this for all 17 areas of the Early Years Foundation Stage curriculum.

Data recording

Two types of information are recorded onto the Insight tracking system:

1. Teacher assessments against the Caldecote Assessment Framework for selected pupils.
2. Teacher judgements as to whether children are on track to achieve below, working towards, working at and greater depth against end of year expectations, for all pupils.

Quality assurance

The data is quality assured by SLT by triangulating samples of evidence leading to the teacher judgement. This includes working with pupils, observing pupils in lessons, scrutinising pupil books and analysing test scores. Teachers may make their own informed judgement if they deem that a child’s test data is vastly different to their teacher assessment.

Analysis of assessment data

How do we analyse assessment data?

Using our tracking tool, we look at present attainment data to identify whether children are working in line with age related expectations, outlined in the Caldecote Primary Assessment Framework.

We look at the progress and attainment of pupils within all groups to check whether these pupils are succeeding, at least in line with their peers and national averages.

Teachers are expected to complete question level analysis for standardised tests to review test papers identify areas of strength and specific questions or whole topic areas that cause difficulties for pupils. For formal summative assessments, this is input into online software e.g. the Testbase 'Merit' tool.

Reporting to stakeholders

The school keeps parents and carers up to date with their children's attainment and progress. Consultation meetings are held twice a year (in the autumn and spring terms) and a comprehensive annual report is sent to parents in the summer term. The annual report records details of a child's achievements in all areas of the curriculum and provides outcomes of summative assessments. The report also contains information about the child's learning behaviours and any particular strengths or areas for development. The pupil's attendance record is also reported with the number of possible attendance sessions and the number of authorised and unauthorised absences.

Parents and carers may request to see the teacher in between consultations if they have concerns about a child's progress and, similarly, teachers may ask to see a parent/carer if a child is struggling in any way. We believe that a strong partnership between parents/ carers and the school is essential to maximise a child's learning potential.

A summary is provided to the governing board on the attainment and progress of children on a termly basis.

Inclusion

The principles of assessment apply to all pupils, including those with SEND. We have high expectations for all children and want all pupils to achieve and make good progress relative to their starting points.

The type of assessment and how it is implemented may be adjusted where appropriate to meet the needs of children with SEND. Children may be given extra time for example, or their assessments may be broken down into shorter chunks; their answers may be scribed or they may use a laptop to record their answers; they may demonstrate their learning in a way that is more suitable for their attainment level or they may only complete part of an assessment. The SENDCo assists teachers in planning assessment for pupils with SEND. The focus is on what pupils can do and what they have achieved rather than on what they have yet to accomplish.

Where children are working below their curriculum year group, or not engaged in subject specific study at Key stage 1 and 2, teachers use The Pre-Key Stage Standards (Appendix 12) or The Engagement Model (Appendix 13) to assess pupils' learning. For pupils with SEND in the Early Years,

teachers use the Cambridgeshire Developmental Journal (Appendix 14) to assess small steps in the seventeen areas of learning which build towards the Early Learning Goals outlined in the EYFS profile.

In these cases, children complete standardised assessments at their accessible curriculum year group level.

Early identification of pupils' special educational needs is essential to provide appropriate support and intervention. Referral to the local authority's Early Help Team may be necessary to access diagnostic assessments for individual pupils. Parental consent is necessary before referrals can be made.

Measuring the impact

We will know that assessment is effective because:

- Children achieve well from their relative starting points;
- Children with additional needs receive timely support;
- Children develop positive learning behaviours, including: a desire to excel; an independent attitude; a willingness to learn from mistakes; the ability to respond to feedback; the ability to evaluate their own work and the ability to provide constructive feedback to their peers; the patience to edit and improve their work;
- Staff develop a thorough knowledge of their pupils' learning behaviour and attainment and know how best to help them;
- Lessons are pitched accurately and adjusted to consider any misconceptions, areas for further development or accelerated learning;
- Parents and carers have a consistently accurate understanding of their child's learning and progress;
- School leaders have a clear understanding of the school's strengths and areas for development.