



CLARE COMMUNITY
PRIMARY SCHOOL

Clare Community Primary School

Assessment Guidance

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1. Outline

At Clare Community Primary School (CCPS), we have developed clear assessment principles and practices which are implemented consistently, and to which all staff are committed. Our assessment practice is built around the National Curriculum, informing classroom practice and helping improve teaching and learning (see embedded '**Assessment Timetable 2025-26**' or "T:\Policies\Curriculum policies\Assessment Timetable 2025-26.docx")


Assessment
Timetable 2025-26.doc

This policy should be read alongside the Marking and Feedback Policy, Curriculum Policies and SEND Policy.

2. How do we assess children's progress at Clare Community Primary School?

At CCPS, we have developed an engaging curriculum designed to inspire and motivate our pupils in their learning. We have ambitious aspirations for all children to make good progress and achieve highly. At CCPS, we see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum.

We use three overarching forms of assessment in our school:

- Day-to-day in school formative assessment
- In school summative assessment
- Nationally standardised summative assessment

3. Formative Assessment

Formative assessment is used daily to inform the next steps in teaching and learning. It is used as an opportunity to quickly identify gaps in children's learning and misconceptions and we use this information to respond and adapt teaching as necessary. Teachers know their children best and are the most accurate judges of their children's progress.

At CCPS we use a range of:

- In class questioning
- Marking and feedback (see Marking & Feedback Policy)
- Observations during lessons
- Evidence in books, whiteboards etc
- Low stakes quizzes
- Evidence from programmes such as Accelerated Reader/Spelling Shed/TT Rockstars
- Self/peer assessment

It is important for teachers to ensure that their assessments come from a wide range of sources as this will give evidence that children are able to retain what they have been taught and apply it in a variety of ways.

4. Summative Assessment

Summative assessments are used to monitor and support children's attainment and progress. These provide teachers with an opportunity to evaluate pupil learning at key points in the year and they also to use this to evaluate their own teaching. Summative assessments are also used at a whole school level to monitor the performance of subjects and cohorts, identify where interventions may be required and to work with teachers to accelerate progress for any children identified as working below the expected standard for their age. Additionally, this data will also be used to inform pupil progress meetings and generate reports for a variety of stake holders.

Summative assessment data for reading, writing and maths is recorded each term. Based on their assessment data, children's attainment in these subjects will be entered onto Insight (a specialised software that centralises, analyses and visualises educational performance data), where they will be judged as 'working below age related expectations', 'working towards age related expectations', 'working at age related expectations' and 'working at greater depth'.

5. Nationally Standardised Summative Assessment

Nationally standardised summative assessment enables school leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.

The National Statutory assessments are:

- 'Good level of development' (GLD) attainment measure for pupils in the EYFS
- Year 1 phonics screening test
- Year 4 - Multiplication Tables Check
- End of KS2 SATs in English (reading, writing, and GPS), mathematics and science (end of Year 6)

6. EYFS

In the Early Years Foundation Stage (EYFS), assessment is carried out through ongoing observation. By observing children during play and everyday activities, teachers gain insight into children's developmental progress, social interactions, and individual strengths and areas for development.

These observations inform the planning of purposeful activities that build on children's current learning and gently extend their skills and understanding. Appropriate support is provided at each stage, with increasing levels of challenge introduced as children become ready.

Children work towards achieving the Early Learning Goals (ELGs), which define the expected levels of development by the end of the Reception year. Development Matters provides non-statutory guidance to support practitioners in helping children progress towards these goals.

Assessment in the EYFS places a strong emphasis on the learning process as well as outcomes, recognising the importance of how children learn, not solely what they achieve.

7. Phonics Assessments

EYFS

In the EYFS, children's progress in recognising taught sounds is assessed on a half-termly basis. In addition, children are assessed termly on their recognition of high-frequency words. These assessments are used to monitor progress, identify next steps in learning, and inform future planning and targeted support.

YEAR 1

In Year 1, pupils' phonics learning is monitored informally on a daily basis during phonics sessions. In addition, grapheme–phoneme correspondences (GPCs) and the recognition of common exception words are formally assessed on a half-termly basis. Assessment outcomes are used to inform the planning of daily phonics lessons and to ensure that pupils receive targeted support to secure good progress. Following these assessments, identified focus words and GPCs are shared with pupils to practise at home in partnership with parents and carers.

In preparation for the Statutory Key Stage 1 Phonics Screening Check, which takes place in the Summer Term, pupils also complete practice phonics screening assessments each half term.

These assessments support the identification of gaps in learning and help pupils to become familiar with the format and expectations of the screening process.

8. Reading Assessments

Children in Years 1-6 are assessed using a combination of standardised tests and ongoing teacher assessment to ensure a well-rounded and accurate picture of their reading attainment.

Each term, pupils complete an Accelerated Reader STAR Reader assessment, which provides a reading age and standardised score. This assessment is a short, online, multiple-choice test and is used to support teachers when making overall judgements about a child's reading. As it does not assess all areas of reading comprehension in depth, STAR Reader outcomes are not used as standalone data to determine a child's attainment.

In addition, pupils complete PIRA (Progress in Reading Assessment) tests termly. Raw scores from these tests are recorded, and the following thresholds apply:

KS1

| | |
|-----------------|-------|
| Above Expected | 22/25 |
| Expected | 13/25 |
| Working Towards | 6/25 |
| Working Below | N/A |

KS2

| | |
|-----------------|-------|
| Above Expected | 33/40 |
| Expected | 23/40 |
| Working Towards | 7/40 |
| Working Below | N/A |

To be assessed as working at the expected standard, children must meet the expected threshold in at least two assessments. Where a child does not meet the expected threshold in two assessments, they will be graded as working towards the expected standard.

In Year 6, children do not complete the PIRA reading tests. Instead, they complete practice SATs papers in preparation for the statutory national SATs assessments at the end of Key Stage 2. This ensures that pupils are familiar with the test format and allows teachers to identify areas that children may need further support with prior to the assessments.

Alongside test outcomes, teacher formative assessment plays an important role. Teachers draw on day-to-day evidence of reading, including classroom work and discussions, when completing formal teacher judgements, which are made three times across the academic year.

9. Spelling Assessments

Children in Years 1-5 complete a spelling assessment at the end of each term. This assessment is based on twenty spellings linked to the spelling rules and patterns that have been explicitly taught during that term using the Rising Stars Scheme. Children in Year 6 complete a previous year's KS2 'Grammar, Punctuation & Spelling' SAT paper 1 and 2.

Children's raw scores are recorded on Insight, and the following thresholds apply:

KS1 / KS2

| | |
|-----------------|-------------|
| Above Expected | 17-20 marks |
| Expected | 12-16 marks |
| Working Towards | 5-11 marks |
| Working Below | 0-5 marks |

The outcomes of the spelling assessment are used as supporting evidence when teachers make teacher-assessed judgements for writing. Alongside test results, teachers also consider pupils' application of spelling skills in their independent written work to ensure judgements reflect consistent attainment over time.

10. Spelling, Punctuation and Grammar Assessments

In Key Stage 2, children in Years 3 to 5 complete the Rising Stars Spelling, Punctuation and Grammar (SPaG) tests. Each year group follows a SPaG overview which clearly outlines the spelling, punctuation and grammar objectives taught each term. The Rising Stars assessments are designed to test how well children have retained and applied this taught content.

Pupils are assessed termly, and a raw score out of 40 is recorded. The following thresholds apply:

KS2

| | |
|-----------------|-------------|
| Above Expected | 32-40 marks |
| Expected | 24-31 marks |
| Working Towards | 8-23 marks |
| Working Below | 0-7 marks |

The outcomes of these assessments form part of the evidence used when determining a child's teacher-assessed grade for writing, alongside classroom work and ongoing formative assessment.

In Year 6, children do not follow the Rising Stars scheme. Instead, they use separate SPaG coverage overviews to ensure that all elements of spelling, punctuation and grammar are thoroughly revisited and secured. Due to the statutory SATs at the end of the year, Year 6 pupils also complete termly practice SATs GPS papers to support assessment, familiarity with test formats, and teacher judgement.

11. Writing Assessments

Formative assessment plays a vital role in evaluating pupils' writing. Teachers draw on day-to-day evidence from independent writing across the curriculum and assess against National Curriculum expectations, using CCPS's document '**Writing Assessment PKS-Yr6**' (embedded or see: "T:\Curriculum\English\2. ASSESSMENT\writing assessments\Writing Assessment PKS-Yr6.rtf").

Teacher judgements are informed by pupils' ability to apply skills consistently in composition, spelling, punctuation and grammar. Writing is formally assessed as a minimum of once per half term and TA judgements are made six times per year.



Writing Assessment
PKS-Yr6.rtf

12. Maths Assessments

At CCPS, children complete White Rose Mathematics assessments on a termly basis. These assessments are closely matched to the content taught throughout each term and are designed to assess pupils' understanding and retention of learning. As the focus of each assessment reflects different areas of the curriculum, results may not show steady or linear progress across the year.

Assessment data is recorded on Insight for both components of the test: arithmetic and reasoning. Raw scores for each paper are entered, along with a combined total score. Thresholds are then calculated across the school based on pupils' percentage scores, as follows:

YEAR 1

| | |
|-----------------|-------------|
| Above Expected | 85% (21/25) |
| Expected | 60% (15/25) |
| Working Towards | 20% (5/25) |
| Working Below | N/A |

YEAR 2

| | |
|-----------------|-------------|
| Above Expected | 85% (30/35) |
| Expected | 60% (21/35) |
| Working Towards | 20% (7/35) |
| Working Below | N/A |

KS2

| | |
|-----------------|-------------|
| Above Expected | 86% (43/50) |
| Expected | 55% (28/50) |
| Working Towards | 20% (10/50) |
| Working Below | N/A |

Teachers use these assessment outcomes to inform their teacher judgements, alongside a wide range of formative assessment evidence, including classroom work, discussions and observations.

For pupils assessed as working towards or below the expected standard, teachers review assessment papers in detail to identify specific gaps and areas for development. Targeted support and teaching are then planned to address these identified needs and support progress.

Although teaching continues to follow the White Rose scheme, children in Year 6 do not complete the White Rose assessments. Instead, children complete practice SATs papers. In the Spring Term, prior to the SATs, children complete a period of revision to revisit and secure key mathematical concepts and skills, returning to the White Rose Scheme in the Summer Term.

13. Science Assessment.

At CCPS, children's scientific understanding is split within two areas: the subject knowledge accrued across each unit and whether the children can work scientifically.

In KS1 children will be expected to be able to:

Working Scientifically in KS1

- I can ask simple questions and recognise that they can be answered in different ways
- I can observe closely, using simple equipment
- I can perform simple tests
- I can identify and classify
- I can use observations and ideas to suggest answers to questions
- I can gather and record data to help answer simple questions

In lower KS2, children will be expected to be able to:

Working Scientifically in lower KS2

- I can ask relevant questions and use different types of scientific enquiries to answer them
- I can set up simple practical enquiries, comparative and fair tests
- I can make systematic and careful observations, taking accurate measurements using a range of equipment
- I can gather, record, classify and present data in a variety of ways to help answer questions
- I can record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables
- I can report, write explanations and display results and conclusions on my findings from enquiries
- I can use results to draw simple conclusions, make predictions and raise further questions
- I can identify differences, similarities or changes related in processes
- I can use scientific evidence to answer questions or to support findings

In upper KS2, children will be expected to be able to:

Working Scientifically in upper KS2

- I can plan different types of enquiries to answer questions, controlling variables where necessary
- I can take measurements using a range of scientific equipment, taking repeated readings where necessary
- I can record data and results using labelled diagrams, keys, tables and graphs
- I can use test results to make predictions and set up further enquiries and fair tests
- I can report and present findings from enquiries, which include conclusions and explanations of results
- I can identify scientific evidence to support or disprove ideas

Teachers use a combination of formative assessment, including in class questioning, marking and feedback (see Marking & Feedback Policy), observations during lessons, evidence in books, whiteboards etc, low stakes quizzes and self/peer assessment, and end of unit tests (summative assessment) to assess the subject knowledge and working scientifically skills of the children. Children are assessed at the end of each term in the subject knowledge learnt so far and their working scientifically skills. The children will receive a 'Teacher Assessment' of: 'working below age related expectations', 'working towards age related expectations', 'working at age related expectations' or 'working at greater depth'.

14. Foundation Subjects Assessment.

At Clare Community Primary School, foundation subjects are assessed through a robust cycle of teacher-led evaluations that ensure every child's progress is accurately tracked against National Curriculum objectives. We utilise the Insight Data Management programme to record and analyse Teacher Assessed Grades termly. This process is informed by a combination of formative and summative assessments, including ongoing classroom observations, pupil dialogue, and end-of-unit quizzes to verify knowledge retention. By integrating these "low-stakes" checks with broader evidence of learning, teacher assessed grades reflect a child's current attainment and helps identify the necessary next steps for their development.

15. How we share this information with parents

Parents have two parents' evenings, one in Autumn 2 and one in Spring 2. They also receive a written report in Summer 2 and have an opportunity to discuss this with their child's class teacher. In the Autumn term parents' evening, discussions will focus around initial formative assessments and how the children have settled into their new class. In the Spring term parents' evening details of any in school summative assessments will be shared.

In July of each year parents receive an annual report and outcomes of any statutory assessments. Parents are welcome to meet with class teachers to discuss the content of this report if they want to. Annual reports also inform parents of their child's effort in the core subjects and whether they are 'below', 'at' or 'above' age related expectations in key behaviours for learning such as: listening to others, following instructions, staying on task, working with others etc...

16. Teacher Assessed Grades

To assess pupil attainment in foundation subjects, we use the following Teacher Assessed Grades within the Insight Data Management system. These measure how securely a child is meeting the National Curriculum objectives taught within their current year group:

- **Working Below Year Group (WBY):** The pupil is currently working on curriculum objectives from a previous year group. This grade is used for pupils who require a highly personalised curriculum to access learning and make measurable progress.
- **Working Towards the Expected Standard (WTS):** The pupil is accessing the year-group curriculum but has not yet secured key learning objectives or requires significant scaffolding to meet them.
- **Working at the Expected Standard (EXP):** The pupil has a secure understanding of the objectives taught to date and can independently demonstrate the required knowledge and skills.
- **Working at Greater Depth (GD):** The pupil consistently exceeds the expected standard, showing an ability to apply their learning with fluency and independence across a variety of contexts.

For pupils with **SEND** who may be working significantly below their year group, we may use Pre-Key Stage Standards to ensure their progress is accurately tracked and celebrated.