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## ASSESSMENT AND TARGET SETTING POLICY

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**Approved by:** Head Teacher

**Date Approved:** 23.3.2026

**Next review due:** March 2027

## **1) Rationale**

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

## **2) Approach**

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

(i) How Formative assessment is used

- **Through the use of questioning in lessons.**
- **Recorded in books** (see also Marking and Feedback Policy)
- **Recorded in planning to inform the starting points of the next lesson for pupils or the whole cohort.**
- Whiteboards to complete Assessment for Learning during lessons to gauge children's understanding.
- **Recorded on One Plans or EHCP documents**

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

Reading assessments

PIRA

The school uses PIRA (Progress in Reading Assessment) tests as part of its approach to assessing reading comprehension. These standardised assessments are completed by pupils at key points during the academic year and include a range of texts and questions appropriate to each year group. Pupils' raw scores are converted into scaled scores, which provide a consistent measure of attainment. These scores enable teachers to compare pupils' performance against national expectations and identify whether they are working below, at, or above the expected standard for their age. Year 6 will use Nation Curriculum previous years SATs papers to prepare them for their SATs.

The scaled scores produced through PIRA (Progress in Reading Assessment) also support teachers in monitoring progress over time. As the scores are standardised, they allow for clear comparisons between different assessment points across the year. Teachers use this information to identify strengths and areas for development, inform planning, and provide targeted support where required. The outcomes of these assessments contribute to the school's overall understanding of pupils' reading attainment and help ensure that teaching and interventions are appropriately matched to pupils' learning needs.

- **Read, Write Inc Assessment**

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

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

These materials will be used to generate a score for each child starting with a baseline at the beginning of Year 4. This will be compared to the trajectory of previous pupils achieving the same score at the same time previously to assess if the pupil is on track to pass the Multiplication Check. Scores should be entered for each pupil on a tracking grid. Following the final STA Multiplication Check, all results should be entered onto Target Tracker at the end of Year 4. The school also use Times Table Rockstar's heat maps to assess children's recall time. From the beginning of Year 3, children are placed on a personalised times table intervention to ensure they are fluent in their times tables before moving onto the next, the order in which times tables are taught follows on from the National Curriculum,

- **Spelling Tests**

The school implements a structured spelling intervention programme to support pupils in developing accurate spelling and word recognition. Pupils begin by learning Common Exception Words (CEW) for Year 1, followed by the High Frequency Words (HFW) 100 list. As pupils progress, they move on to Year 2 CEW, the HFW 200 list, and then the Year 3 and 4 CEW, before progressing to the Year 5 and 6 CEW. This staged approach ensures that spelling instruction is tailored to each pupil's current level of attainment and focuses on securing key statutory spelling patterns and commonly used words.

Pupils are assessed on their spelling knowledge on a termly basis to monitor progress and identify the next stage in their learning. Following assessment, pupils are provided with personalised lists of spellings to practise regularly during different parts of the school day. These may include independent practice, teacher-led activities, and short revision opportunities within lessons. This targeted approach enables teachers to identify gaps in spelling knowledge, support pupils in mastering key vocabulary, and track progress over time as part of the school's wider assessment practices.

- **Read Theory**

The online platform **ReadTheory** supports the school's assessment policy by providing regular, data-driven insights into pupils' reading comprehension and vocabulary skills. Pupils complete adaptive reading exercises that automatically adjust in difficulty based on their performance, allowing teachers to accurately assess each child's reading level. The platform generates detailed reports that show progress, strengths, and areas where pupils may need additional support. This information helps teachers monitor attainment over time, identify gaps in understanding, and plan targeted interventions. By using ReadTheory as part of ongoing formative assessment, schools can track reading development and support pupils in improving their comprehension skills.

- **Year 6 SATs**

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

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

All pupils will complete the tests in assessment week, which are carried out at least once a term.

This score will then be entered onto spreadsheets on the Google Drive under 'Assessment' and uploaded to Sonar termly:

(i) **As an assessment**

This should be calculated as:

***Below 80 (b) \*\*\* 80 – 89 (b+) \*\*\* 90 - 99 (w) \*\*\* 100 – 109 (S) \*\*\* 110+ (S+)***

- **Teacher Assessment of Writing**

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

***b*** = is writing below the expected level for year group ***b+*** = is beginning

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

*writing towards the expected level* ***s*** = is writing at the expected level

*independently*

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

- **Children working below age related expectations**

Children working below age related expectation will be tested using appropriate levelled tests suggested by SENDCO and SENDCO Assistant.

#### **4) Monitoring arrangements**

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

#### **5) Assessment Schedule and Calendar**

Please see an example of an assessment timetable below at Kents Hill Junior School

Autumn Term				
Date	Who	Summative Assessment		
w/b 4 <sup>th</sup> September	Y3	To complete maths SATs 2023 arithmetic baseline assessment to put into groups the following week.		
w/b 11 <sup>th</sup> September	ALL	Meet the teacher evenings begin		
w/b 11 <sup>th</sup> September and 18 <sup>th</sup> September	ALL	Years 3-6 Spelling baselines of common exception words completed (HFW 100, HFW 200, CEW Y1, CEW Y2, CEW 3&4 and CEW 5&6).		
w/b 11 <sup>th</sup> September	ALL	Phonics Assessments and grouping and Reading Fluency Baseline		
w/b 11 <sup>th</sup> September	Y4	Times Table Baseline Assessment completed		
w/b 18 <sup>th</sup> September	ALL	Interventions begin and targets set		
w/b 18 <sup>th</sup> September	ALL	Cohort targets set by teachers for Reading, Writing & Maths: HT/DHT to review		
21 <sup>st</sup> , 26 <sup>th</sup> and 28 <sup>th</sup> September	ALL	SEND One plan meetings to take place during the day with SENCO, class teacher and parents. AR-J/D to provide rolling cover to release teachers.		
w/b 18 <sup>th</sup> and 25 <sup>th</sup> Sept	HT/DHT	PMR Reviews and setting of new targets		
w/b 25 <sup>th</sup> September	Y6	Year 6 Mock Test week – 2019 SATs Papers – adults required to administer tests		
w/b 2 <sup>nd</sup> October	ALL	Reading Y3, Y4, Y5 STAR assessment (Autumn Term 1)	SPAG Y3, Y4, Y5 Classroom Secrets (Autumn Term 1)	Maths Y3, Y4, Y5 WRH assessments immediately after each unit.
w/b 2 <sup>nd</sup> October	ALL	Internal Standardisation and Moderation		
w/b 9 <sup>th</sup> October	ALL	Parent/Carer Consultation Evening X 2 evenings and purple forms		
w/b 9 <sup>th</sup> October	RWI and FS	Phonic assessments completed, tracking updated and given to Phonics Lead for grouping		
Weds 11 <sup>th</sup> October	ALL	15:30 – 17:30 Pupil Progress & Target Setting Meetings for 3 – 6		
Thursday 11 <sup>th</sup> October	ALL	Autumn 1 assessments for Reading, Writing and Maths onto Excel grid		
w/b 16 <sup>th</sup> October	ALL	Pupil progress meetings (in house) & intervention timetables		
w/b 16 <sup>th</sup> October	ALL	Foundation subject assessments for Autumn 1 completed and on TT		
Weds 18 <sup>th</sup> October	ALL	15:30 – 17:30 Pupil Progress & Target Setting Meetings for 3 – 6		
HALF TERM				
w/b 20 <sup>th</sup> November	AL	Prepare and send out End of term Report template		
w/b 27 <sup>th</sup> November	ALL	Reading Y3, Y4, Y5 Pira (Autumn)	SPAG Y3, Y4, Y5 Classroom Secrets (Autumn Term 2)	Maths Y3, Y4, Y5 White Rose assessments and Classroom Secrets Arithmetic assessment
w/b 11 <sup>th</sup> December	Y4	Times Table Baseline Assessment completed		
w/b 4 <sup>th</sup> December	ALL	Internal Standardisation and Moderation		
Thursday 7 <sup>th</sup> December	ALL	Autumn 2 assessments for Reading, Writing and Maths on to excel grid and saved on G drive/Assessment folder		
w/b 4 <sup>th</sup> December	RWI and FS	Phonic assessments completed, tracking updated and given to Phonics Lead for grouping		
w/b 4 <sup>th</sup> December	ALL	SEND One Plan reviews over the phone, shared and sent home		
w/b 11 <sup>th</sup> December	Y6	Year 6 Mock Test week: 2022 SATs Papers		
w/b 11 <sup>th</sup> December	ALL	Reminder for staff about end of term Report template: Autumn term report box to be filled		
w/b 11 <sup>th</sup> December	ALL	Pupil Progress Meetings		
w/b 11 <sup>th</sup> December	ALL	Foundation Subject Assessments for Autumn 2 completed		

Spring Term				
Date	Who	Summative Assessment		
w/b 8 <sup>th</sup> January	ALL	Intervention timetables & provision maps completed based on Pupil Progress meeting discussions		
w/b 8 <sup>th</sup> January	Y4	Times Table Assessments completed		
w/b 5 <sup>th</sup> February	Y6	Year 6 Mock Test week: 2023 SATs Papers		
w/b 5 <sup>th</sup> February	ALL	Foundation subject assessments for Spring 1 completed and on TT		
w/b 5 <sup>th</sup> February	ALL	Phonics Assessments, tracking updated and given to Phonics Lead for grouping Reading Fluency Baseline Assessments completed		
HALF TERM				

w/b 26 <sup>th</sup> February	ALL	PMR Mid-Year Review			
w/b 26 <sup>th</sup> February	ALL	Internal Standardisation and Moderation			
w/b 26 <sup>th</sup> February	ALL	Reading Y3, Y4, Y5 Pira (Spring 1) Y6 2023 SATs papers	SPAG Y3, Y4, Y5 Classroom Secrets (Spring 1) Y6 2023 SATs papers	Maths Y3, Y4, Y5 White Rose assessments Y6 2023 SATs papers	Spelling All Years CEW
Weds 6 <sup>th</sup> March	ALL	4:00 – 6:00 Pupil Progress & Target Setting Meetings for 3 – 6			
w/b 11 <sup>th</sup> March	ALL	Spring term report box to be filled			
w/b 11 <sup>th</sup> March	Y4	Times Table Assessments completed			
w/b 18 <sup>th</sup> March	RWI and FS	Phonic assessments completed, tracking updated and given to Phonics Lead for grouping			
w/b 18 <sup>th</sup> March	ALL	Parent/Carer Consultation Evening X 2 evenings			
Friday 22 <sup>nd</sup> March	ALL	Spring assessments for Reading, Writing, and Maths on to excel grid and saved on G drive/Assessment folder			
w/b 25 <sup>th</sup> March	ALL	Pupil Progress meetings			
w/b 25 <sup>th</sup> March	ALL	SEND One Plan reviews over the phone, shared and sent home			
w/b 25 <sup>th</sup> March	ALL	Foundation subject assessments for Spring 2 completed			



Summer Term					
Date		Summative Assessment			
w/b 15 <sup>th</sup> April	ALL	Reading Fluency Assessments completed			
w/b 15 <sup>th</sup> April	Y4	Times Table Assessments completed			
w/b 10 <sup>th</sup> May	Y6	Local Authority begin informing schools if they will be moderated for KS2 writing			
w/b 13 <sup>th</sup> May	Y6	Year 6 Test week: all adults required			
w/b 20 <sup>th</sup> May	RWI and FS	Phonic assessments completed, tracking updated and given to Phonics Lead for grouping			
w/b 20 <sup>th</sup> May	ALL	Foundation subject assessments for Summer 1 completed and on TT			
HALF TERM					
w/b 3 <sup>rd</sup> June	Y4	Year 4 Multiplication Tables check			
w/b 3 <sup>rd</sup> June-28 <sup>th</sup> June	Y6	Local Authority undertake KS2 writing moderation			
w/b 10 <sup>th</sup> June	Y6	Deadline for KS2 be prepared and moderated			
w/b 10 <sup>th</sup> June	ALL	Summer report box to be filled in and reports given to Team Leaders			
June Deadline	Y6	KS2 Teacher assessments submitted			
w/b 17 <sup>th</sup> June	ALL	Reading Y3 and Y4 Pira and Y5 2023 SATs papers	SPAG Y3 and Y4 Classroom Secrets Y5 2023 SATS papers	Maths Y3, Y4, White Rose assessments Y5 2023 SATs papers	Spelling All Years CEW  Reading Fluency All Years
w/b 17 <sup>th</sup> June	ALL	Internal Standardisation and Moderation			
Friday 28 <sup>th</sup> June	ALL	All reports, purple form and attendance to be with the HT/DHT for signing			
w/b 1 <sup>st</sup> July	RWI	Phonic assessments completed, tracking updated and given to Phonics Lead for grouping ready for September			
Friday 5 <sup>th</sup> July	ALL	All reports, purple forms and attendance to be sent home			
Monday 8 <sup>th</sup> July	ALL	Summer Assessments for Reading, Writing and Maths on to excel grid and saved on G drive/Assessment folder			
w/b 8 <sup>th</sup> July	ALL	Foundation subject assessments completed and on TT			
w/b 15 <sup>th</sup> July	ALL	SEND One Plan final review and handover. Current and new teachers to meet with adults of child			
End of Term					