



Delivering Effective Learning:

A Rationale for Assessment At King Athelstan

Vision

We believe in the relentless pursuit of excellence to achieve high standards.

We are driven to inspire our school community to be aspirational, ambitious and to "dream big."

We empower children with choices which prepare them for a life of opportunity.

We teach children that hard work delivers success; we encourage children to take risks and ask brilliant questions in order to inspire a love and passion for learning.

We teach children to think.

We put children's happiness and welfare at the heart of everything we do.

We value friendship, kindness and respect.

We celebrate the excellence in each individual.

We expect families to work with us to form a strong team around every child.

We teach children to be good citizens.

We are proud of our school:

Come as you are and leave us great.

Our aim is to provide outstanding learning for all children. Assessment is integral to high-quality teaching and is used to inform adaptive practice so that every pupil is supported, challenged and able to succeed. We view assessment not as a series of events, but as an ongoing process that shapes responsive teaching and secures strong progress for all.

Our approach to formative, ongoing assessment is to:

- Clarify, share and understand learning intentions and criteria for success;
- Facilitate effective classroom discussions, activities and learning tasks that elicit evidence of learning;
- Provide feedback that moves learning forward with an open classroom culture;
- Create a community of reflective learners who are able to self and peer assess.

Our approach to summative end of term, assessment is to:

- Inform our judgements of attainment for individual pupils, groups, classes or cohorts
- Allow reflection on the process of learning and provide an opportunity to maximise the effectiveness of learning and teaching

We ensure that assessment is purposeful and does not generate unnecessary workload. Only information that supports improved teaching and better outcomes for pupils is collected.



Delivering Effective Learning:

A Rationale for Assessment At King Athelstan

Quality of Learning and Teaching

At King Athelstan 'Inspiring Excellence' is at the heart of everything we do. We strive to instil a love of learning in every child, and a desire to achieve their potential at our school and in future life. Pupils are active and increasingly empowered partners in their learning journey. Staff are activators of learning and promote a "Growth Mindset". Rich engaging learning experiences challenge all learners and relevant contexts make learning meaningful for them. Fluency of key knowledge, understanding and skills is balanced with opportunities to deepen and enrich their learning. *We believe that high-quality teaching is the most important form of intervention.*

Assessment for Learning (AFL)

We use Assessment for Learning to ensure that learning objectives, success criteria and activities are adapted through responsive teaching to provide appropriate support, scaffolding and challenge. Children and adults are jointly involved in this process. Assessment takes place before, during and after lessons to inform planning. In-class assessment is used on a continuous basis to move learning on. Specific, precise verbal feedback drives this process. We understand the importance of using a variety of forms of assessment and ensure that every child knows the next steps necessary to extend or consolidate their learning. We choose the most relevant forms for each learning opportunity. In English and maths a success criteria is used to facilitate AFL, encourage self-assessment, review success and identify areas for development.

An important aspect of Assessment for Learning is marking. Children's work is marked on a daily basis, either with the child or following completion of the piece of work. Children refer to their marking before beginning the next piece of work in the same subject. The marking will identify 2 or 3 areas of achievement (usually ticks via the learning objective and/or success criteria) and a next step to move learning on with a focus on intext marking for grammar, punctuation, spelling and number and letter formation. In Mathematics next steps may also take the form of an extension calculation or reasoning challenge in the form of a diving deeper question. In English next steps can take the form of re-working a sentence/paragraph. However, these more detailed next steps would be less frequent than daily in text grammar marking.

Learners are given time to respond and show the impact of their ongoing dialogue with their teachers. [See appendix 1 for marking policy.](#)



Delivering Effective Learning:

A Rationale for Assessment At King Athelstan

Assessment Systems and Procedures

At King Athelstan we see assessment as an ongoing tool to promote learning. Formative assessment (AFL) is at the heart of what we do and informs Summative assessment. Assessment is fundamental to enabling outstanding learning. Assessment information is used by teachers to adapt teaching promptly, ensuring that misconceptions are addressed and learning is moved forward without delay.

Sonar Assessment System

King Athelstan Primary School records attainment through point-in-time assessments that provide an accurate snapshot of pupils' learning. These professional judgements are based on a broad range of evidence including classwork, pupil voice, formative assessment and periodic testing.

Teachers assess pupils against National Curriculum statements within their year group band, identifying whether pupils are:

- Significantly Below (working in a band below their year group)
- Below (working below in their year group)
- Just At (at risk of working below in their year group)
- Securely At (age-related expectations)
- Above (working at greater depth)

These snapshots enable staff to:

- identify pupils requiring additional support or challenge
- respond rapidly through adaptive teaching
- evaluate the impact of provision
- monitor progress for individuals, groups and cohorts

Progress is understood as pupils knowing more and remembering more over time. While attainment is captured at key points across the year, assessment remains an ongoing process that informs high-quality teaching rather than a series of isolated events.

1. SEND

Additional, bespoke assessment for children with special educational needs is recorded and monitored through our 'SEND Support Plans'. These are personalised plans which are reviewed every half term with parents and carers and include small step targets to ensure children are making good progress within their individualised goals. (See 'Inclusion' section of website for more information.) Children with complex SEMH needs are assessed against the school's *Measures of Success* criteria to ensure they make meaningful progress in emotional regulation, wellbeing, relationships and readiness to learn.



Delivering Effective Learning:

A Rationale for Assessment At King Athelstan

2. EYFS

Children in the Foundation Stage are assessed throughout the year using the Foundation Stage Profile for children in Reception and Nursery. Pupils work towards their Early Learning Goals and are then assessed at the end of the academic year against the National Expected standards. There are 4 data capture points throughout the year (October, January, March and June).

Statutory Baseline Assessment: The reception baseline is designed as a suitable assessment to be taken by pupils during their first half term in reception (the academic year in which they turn 5). All pupils should be assessed within the first 6 weeks of joining reception, regardless of when they join the class, unless they have been assessed previously. The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

3. Assessment Methods

Teacher assessments are based on evidence in books as well as teacher's day to day practice working alongside pupils, allowing teachers to highlight Statements as appropriate. Assessment for Learning (AFL) and, increasingly, children's own peer assessment in lessons, plus the children's focus on their individual targets in both English and maths, all provide additional evidence for assessment. In years 3, 4 and 5, White Rose tests in maths and NFER reading tests are administered termly to support teacher assessment.

Periodic testing of children in Years 2 and 6 is carried out to assess their progress, identify gaps and prepare them for formal testing in summer term each year. These also inform teacher assessments input on Sonar. Year 2 continue to complete the optional SATs papers to support end of Key Stage assessment.

Teachers in all year groups use Sonar to identify gaps in both curriculum coverage and attainment for both individuals and groups.

4. Early Reading Assessment

Phonics trackers are used in reception and KS1 throughout the year to monitor progress against the school's progression (RWI). These trackers identify gaps and ensure teachers can use 'keep up' rather than 'catch up' strategies to ensure the gaps are closed quickly and children are able to access the breadth of the phonics curriculum whilst recapping and embedding sounds already taught, including reading high frequency (tricky) words. Children in Year 1 (and children in Year 2 who scored below 32 the previous year) are assessed termly using previous phonic screening materials to monitor progress alongside our trackers and prepare them for the format of the phonic screening check in June.



Delivering Effective Learning:

A Rationale for Assessment At King Athelstan

The school colour band scheme is linked to the RWI phonics progression and is used alongside the RWI reading books, phonics trackers and screening check to assess and monitor progress in early reading. The colour banded books support assessment of phonics, decoding, blending and once past 'orange' level, fluency, expression and comprehension. When children are fluent and confident readers, they are able to read books that are not linked to the scheme: free readers. Formative assessment of reading happens daily, during phonics and whole class reading sessions and in assembly guided reading groups.

5. Moderation

Moderation across the school is carried out in all year groups at key assessment points across the year and formally by subject leads for Reception, Years 2 and 6. In addition, moderation for Reception and Year 6 is also led by the Local Authority, to benchmark levels. Additional, informal moderation sessions are also arranged with other local schools to support teacher judgements.

6. Assessment of Foundation Subjects

Medium term plans adapted into bespoke assessment formats for each year group are used to record children's progress and attainment in foundation subjects across each term. This information is then used by teachers to record children's attainment In summer 2 on Sonar. These assessment formats and the end of year summative data are closely monitored by Subject Leaders to help improve practice in their subjects.

At King Athelstan we:

- Classify pupils' progress in all foundation subjects using the Sonar bands.
- Consider our curriculum's purpose and aims for these subjects, and assess whether pupils are meeting them
- Assess progress against the key skills set out in the programme of study for each subject
- Evaluate children's understanding of vocabulary and their ability to remember key facts and information ('sticky knowledge')
- Use Assessment for Learning (AFL) to support teacher judgments during lessons and at the end of topics using a range of retrieval techniques
- Look at pupils' attitudes and the process that they follow, as well as at the end product that they create
- Assess children's higher order thinking skills through their use of Bloom's Taxonomy success criteria

7. Pupil Groups

Leaders closely monitor the attainment and progress of key pupil groups, including those defined by gender, ethnicity, Pupil Premium eligibility, SEND and English as an Additional Language, to ensure that differences are identified early and addressed through responsive, adaptive provision.



Delivering Effective Learning:

A Rationale for Assessment At King Athelstan

8. Reporting Assessment to Parents and Carers

Children's attainment and progress is formally shared with parents and carers in the form of parent/carer consultations in the autumn and spring terms (these are held half termly for children with SEND plans) and through their end of year reports in the summer term. However, parents and carers are also kept informed of their child's progress throughout the year through telephone conversations, targeted meetings and reading records.



Delivering Effective Learning:

A Rationale for Assessment At King Athelstan

Appendix 1

King Athelstan Marking Policy

English:

King Athelstan's marking policy places the responsibility back on the children to correct their own mistakes (with purple pen). It is also a brilliant AFL tool, as if they don't know why you have 'circled' a word or 'drawn a box' - then clearly, they don't understand their mistake, and this in turn, results in a valuable learning opportunity.

Genre feedback and more complex whole class feedback about the task, is pointed out at the beginning of the next lesson - not written in books - to save time and also to make sure they hear the important critique from the teacher directly.

Marking Hierarchy (the order of focus):

- Handwriting specific letters (choose letter families first)
- Finger spaces
- High frequency spelling
- Full stops/capital letters
- Missing words/tense
- Sense e.g. plurals, adding ed, ing, ly, s
- Spelling more complex words
- Punctuation , ! ?
- Repeated words, word choice, openers, genre, linking paragraphs, conjunctions, impact on reader
- Complex punctuation : ; () -

Marking key:

- Underline spellings (then write the spelling to be copied x3 or highlight the digraph missing) e.g. hapy = ha__y (leave a gap for child to correct using a sound mat)
- Circle grammatical mistakes, letter formation etc. that you expect to be changed e.g. was/were or tense errors
- Add a box for missing letters or words walk = walked
- Put punctuation in the margin for children to fill in themselves (KS2) or for KS1 add a box for them to fill in
- Tick two or three words related to the success criteria (or that are adventurous)
- Write A, PA or NA next to the learning objective to show achievement
- Tick/ smiley face the success criteria where achieved ☺
- Children to tick success criteria
- Write 's' for support next to the LO if they were heavily supported



Delivering Effective Learning:

A Rationale for Assessment At King Athelstan

KS1 also use other symbols on labels and in marking to support children's understating of next steps which links to colourful semantics:

Abc = capital letters

● = full stops

Draw a letter = Letter formation

Bubble = adjectives

Clock = time conjunctions

Line = keep letters on the line

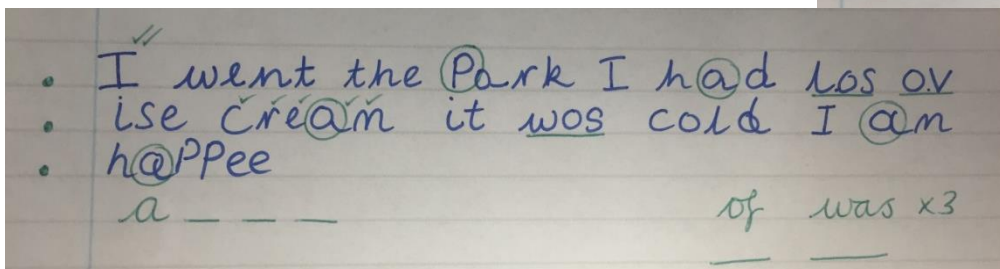
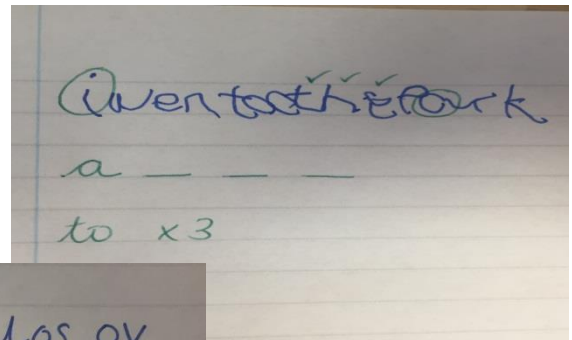
Purple Arrow = conjunctions

Colourful semantics symbols for adverb/ verb/ conjunctions/ adjectives

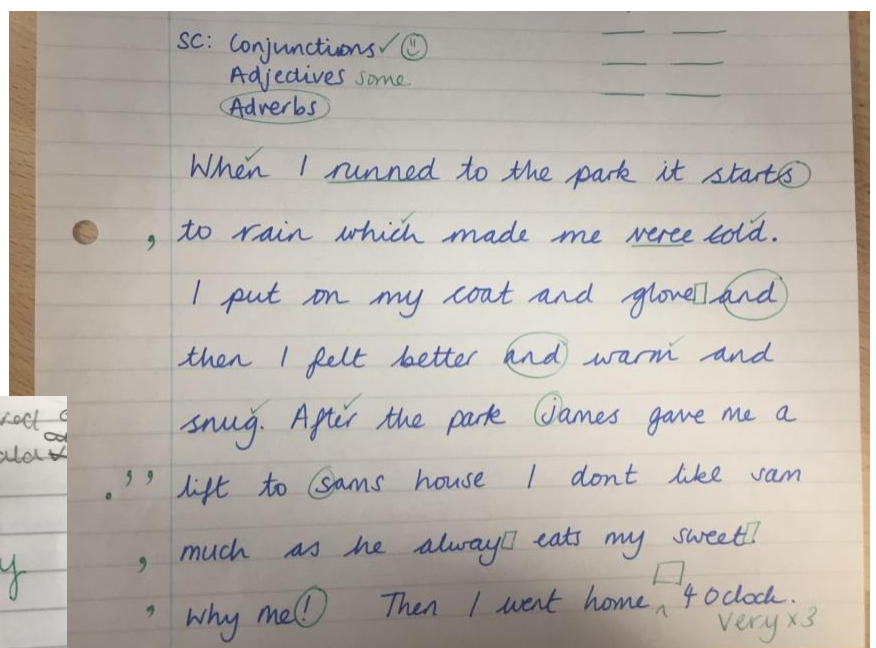
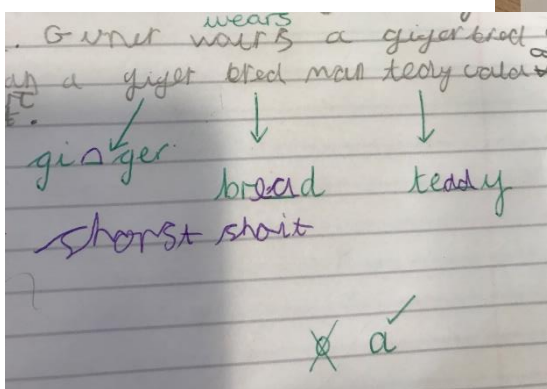
Finger spaces (hand picture)

Cubes/'Fred' - to support segmenting

KS1 Examples:



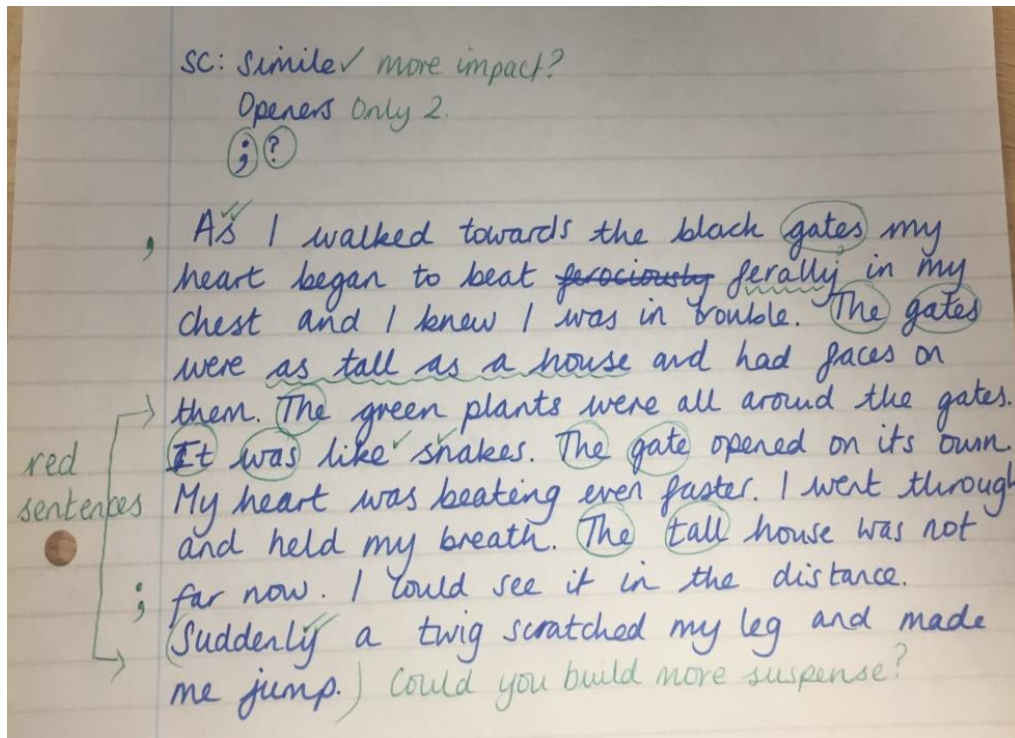
KS2 Examples:





Delivering Effective Learning:

A Rationale for Assessment At King Athelstan



English marking expectations:

Example of marking quantity in KS2

Year 3 - 5

Hook	Immersion	Immersion	Immersion	Model text	Plan	Shared write 1	Shared write 2
None/ Light	heavy	heavy	heavy	none (LO/ presentation)	Light	heavy	heavy
Shared write 3	Shared write 4	Shared write 5	Plan	Ext write	Edit	Write up	
heavy	heavy	heavy	none/VF	None/ class feedback	none	heavy	

Year 6 (less immersion)



Delivering Effective Learning:

A Rationale for Assessment At King Athelstan

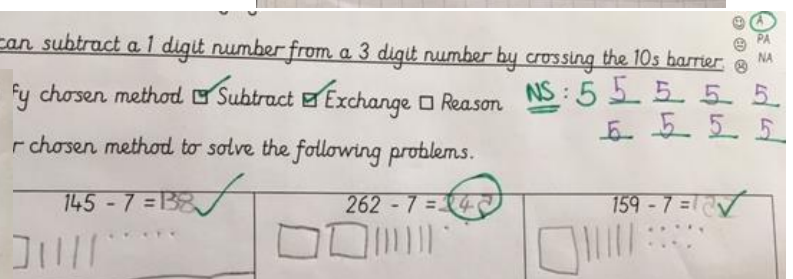
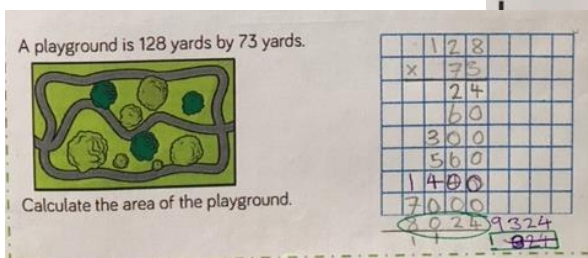
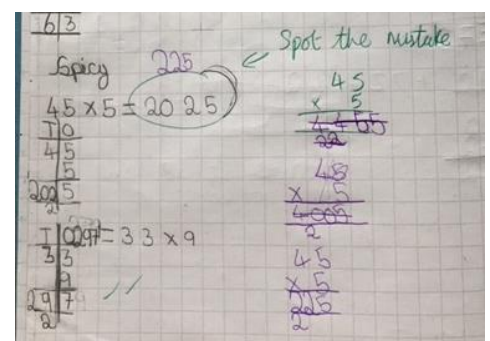
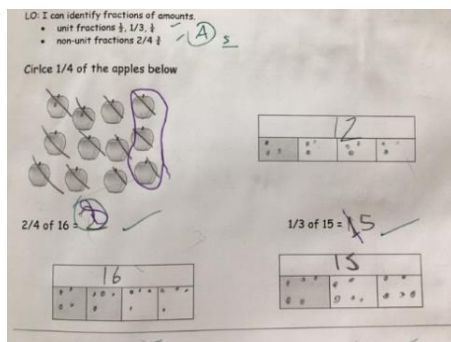
Hook	Immersion	Model text	Plan	Shared write 1	Shared write 2	Shared write 3
None/ Light	heavy	none (LO/ presentation)	Light	heavy	heavy	heavy
Shared write 4	Shared write 5	Plan	Ext write	Ext write	Edit	Write up
heavy	heavy	None/ VF	None/class feedback	None/ class feedback	none	heavy

NB: Marking for secure EXS/GDS children who have less grammatical errors may take more of a verbal feedback approach and they can write their next step in purple pen themselves.

Maths

Teachers mark the LO with NA, PA, A. Children's work will be marked with ticks if it is correct and circles if it is incorrect with green pen. This may be done by the teacher, teaching assistant, the child themselves or a peer (with purple pen). We give many opportunities for children to mark their own work, as it is valuable for the children to see where they have made mistakes. Children then need to correct their own mistakes in purple pen. Incorrect number formation should also be highlighted by the teacher.

If they have misunderstood a particular skill or concept, then it will be explained to the child either on a 1:1 basis, in a group or as part of the whole class group. This feedback has proved to have the more impact than written responses as it promotes a feedback loop that can identify whether the child fully understands the concept/skill. It also allows any misconceptions to be addressed at source.





Delivering Effective Learning:

A Rationale for Assessment At King Athelstan

All Foundation Subjects

These books are marked with a NA, PA or A against the LO and the Success Criteria should be ticked by the teacher and child. Next step questions or stickers should encourage higher order thinking skills and be open ended to ensure all children can answer at their own level of understanding - these can be on stickers in green font. High frequency word spellings should be picked up when appropriate.

Assessments and Homework

- KIRF assessments are marked by the child and scores are shared with the class teacher to record on a KIRF assessment grid on Google Drive
- Mock tests such as mock SATs, NFER reading and White Rose maths are marked by the class teacher and scores are saved in the assessment folder to inform planning, teacher assessment and to share at progress meetings.
- Handwriting target stickers ticked off when achieved consistently
- Phonic assessment - highlighted
- Question level analysis may be used to determine trends in gaps of knowledge
- TT Rockstars should be reviewed weekly
- Reading records should be checked daily and reading 'dots' given for completed entries