



Newbald Primary School

Beverley Road, North Newbald, East Yorkshire, YO43 4SQ
Headteacher: Mr Paul Flintham

Updated: May 2026

Assessment at Newbald Primary School



Aims

At Newbald Primary School, we are committed to creating a quality teaching and learning environment with high achievement as our aim. At Newbald we believe in using multiple forms of assessment to improve teaching and learning. Assessment closely reflects desired learning outcomes and the process of assessment has a beneficial influence on the learning culture. Assessment is an interactive activity between students and teacher that can play an important role in providing feedback, the aim of which is to improve the quality of future learning.

Assessment at Newbald Primary will:

- Provide information to identify and support the next steps in learning and inform planning for improvement or progression.
- Track individual progress.
- Gather information about the attainment of individual children, groups and cohorts so that it can be used to inform target setting.
- Analyse the performance of groups and cohorts of pupils to identify priorities for school development.



Roles and Responsibilities

The overall responsibility for assessment belongs to the Headteacher. However, class teachers are responsible for assessment of the children in their care and curriculum co-ordinators and subject leaders are responsible for monitoring assessment within their subject area.

Entitlement

It is the entitlement of every child at Newbald to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

It is the entitlement that assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.



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The purposes of assessment are:

- to be **formative**, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps
- to be **diagnostic**, providing more detailed information about individual children's strengths and weaknesses
- to be **summative**, providing a snapshot of each child's achievement – these can be reported to parents
- to be **evaluative**, allowing the school and individual teachers to evaluate how effective their teaching is
- to inform the children to enable them to develop their own learning.



Assessment consists of two main areas: Assessment for learning and Assessment of Learning.

Assessment for Learning

This is an integral part of the teaching and learning process at Newbald Primary School. It enables staff to check pupil's understanding and includes:

Formative assessment - the information gained 'forms' or affects the next learning experience.

Diagnostic assessment - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.

Evaluative assessment - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.



Assessment of Learning

This is a vital part of the assessment process, checking on learning from long term memory. **Summative** assessment strategies are used alongside systematic recording of information, which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying what has been learned in terms of both attainment and achievement.

This includes all formal **tests** and **assessments** and enables teachers, subject coordinators and senior leaders to identify the needs of pupils, set realistic targets and identify trends.





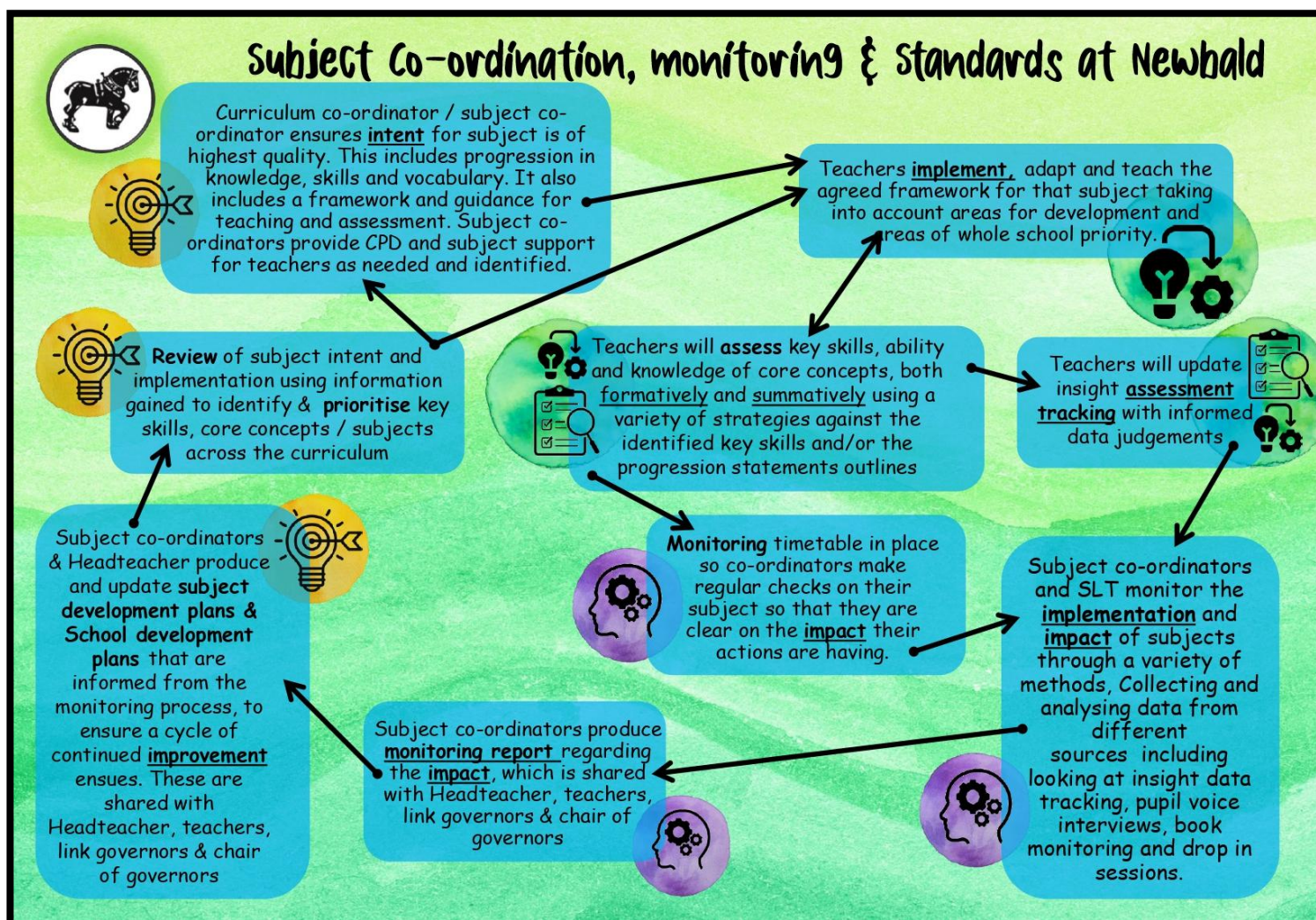
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Assessment as part of continued monitoring and development

Assessment forms an invaluable part of the monitoring cycle at Newbald as outlined in the flow chart below. Newbald Primary continually strives to develop and improve.

Subject Co-ordination, monitoring & standards at Newbald





Assessment of Curriculum Subjects including Foundation Subjects

[illegible]

These documents act as a guide to enable teachers to plan activities to target key learning. Teachers use a range of assessment strategies including formative and summative to assess against the criteria outlined for each unit of study for foundation subjects. Teachers are encouraged to use a variety of formative and summative strategies including:

- | | | |
|----------------------------------|---|------------|
| Name: | | Quiz - KS2 |
| Unit title: Composition notation | | |
| Q1 | What is a motif in music? | |
| A | A short musical phrase that is often repeated. | |
| B | A decorative image repeated to make a pattern. | |
| C | A symbol on a graphic score. | |
| D | A symbol used to represent music. | |
| Q2 | What does unison mean? | |
| A | Everyone sings the same thing at different times. | |
| B | Everyone sings different things at the same time. | |
| C | Everyone sings the same thing at the same time. | |
| D | Everyone sings different things at different times. | |
| Q3 | What does the word 'structure' mean? | |
| A | The way a song is organised into sections. | |
| B | The number of layers in the music. | |
| C | The way a song is sung. | |
| D | The number of pitches in the music. | |
| Q4 | How many beats is a quaver? | |
| A | One beat. | |
| B | Four beats. | |
| C | Two beats. | |
| D | Half a beat. | |

Science Knowledge Quiz: Animals including humans

1. Which food group is needed for growth and repair? _____
answer: *Carbohydrates, proteins, fats*
2. Which food group do pasta, rice and potatoes belong to? Circle the correct answer:

3. Foods containing large amounts of sugar or fat should only be eaten in small quantities? Is this statement true or false? _____
4. What is the name of the group of bones which protect your heart and lungs? _____
5. Animals that do not have a backbone are called what? Circle the correct answer:
Vertebrates, invertebrates, spinelows
6. The heart is a voluntary muscle. Is this statement true or false? _____
7. What is the name for large, grinding teeth? _____
8. What kind of animal would not need sharp canines? Circle the correct answer:
Carnivore, carnivore, herbivore
9. When you swallow food, it travels down which part of your body? Circle the correct answer:
Alapargus, oesophagus, dolidicus
10. In which part of the human digestive system are nutrients absorbed into the blood stream? _____

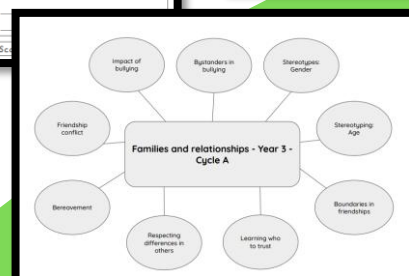
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Unit title: _____

Name: _____ Date: _____

Question 1:	A	B	C	D	Question 10:
Question 2:	A	B	C	D	
Question 3:	A	B	C	D	
Question 4:	A	B	C	D	
Question 5:	A	B	C	D	
Question 6:	A	B	C	D	
Question 7:	A	B	C	D	
Question 8:	A	B	C	D	
Question 9:	A	B	C	D	(5)



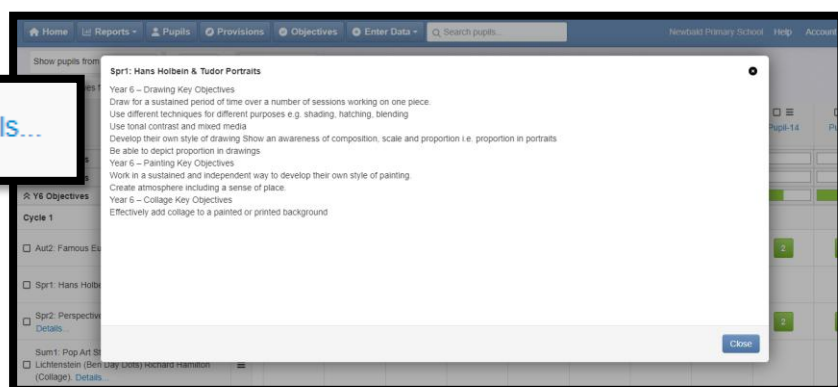


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Each units of study have a description of key learning and objectives and teachers use information from the range of strategies to make a 'best fit judgement' when making judgements. Teachers record this using Insight Tracking. A description of the criteria and progressive unit objectives is available to view by clicking on the details section when entering assessment judgements using Insight. This is to be used by teachers as a reference point when entering judgements.

☐ Spr1: Hans Holbein & Tudor Portraits. Details...



Newbald Primary School									
Home Reports Pupils Provisions Objectives Enter Data Search pupils...									
Show pupils from	2022-2023	in	Year 6	Filter Pupils					
Show objectives for	Foundation - Art & design	as of	12/05/2023	Load Grid	Download	Undo	Search objectives...		
		Pupil-06	Pupil-07	Pupil-08	Pupil-09	Pupil-10	Pupil-11	Pupil-12	Pupil-13
Y4 Objectives									
Y5 Objectives									
Y6 Objectives									
Cycle 1									
Aut2: Famous European Artists Study. Details...		2	2	3	2	1	2	2	2
Spr1: Hans Holbein & Tudor Portraits. Details...		2	2	3	2	2	1	3	2
Spr2: Perspective & Mountain Landscapes. Details...		2	2	2	2	2	2	2	2
Sum1: Pop Art Study Andy Warhol (Printing) Roy									

Assessment of English and Maths includes strategies and procedures outlined above. In addition to this, a breakdown of objectives is logged on Insight Tracking for Writing, Reading and Maths. Teachers will use a variety of formative and summative strategies to make judgements against Key performance Indicators (Key objectives). Key objectives have been identified within areas / concepts of learning and it is the aim that all children meet all these targets. This data enables the school to easily identify gaps in knowledge, which in turn informs teachers planning and where to deploy intervention to ensure that accelerated progress ensues. Insight tracking can be used to compare attainment in objectives as well as areas / concepts within subject areas. This will enable teachers to plan accordingly ensuring time is best used to enable accelerated progress.



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An example of how data is tracked for specific English Units and linked objectives is below:

The screenshot shows the Insight Tracking software interface. The top navigation bar includes Home, Reports, Pupils, Provisions, Objectives, and Enter Data. The main area displays a grid of pupil performance data for English Writing (Genre Units) as of 22/10/2024. The grid has columns for Overview and Pupil-01 through Pupil-08. The rows list various units: KS1 Objectives, Scotland / An Island Home, Katie Morag Stories, Information Texts, Postcards, Kings & Queens, Non-Chronological Reports, Stories, and News Reports. Each cell in the grid contains a colored bar representing the pupil's performance level (Well below, Just below, Expected, Above) and a numerical value.

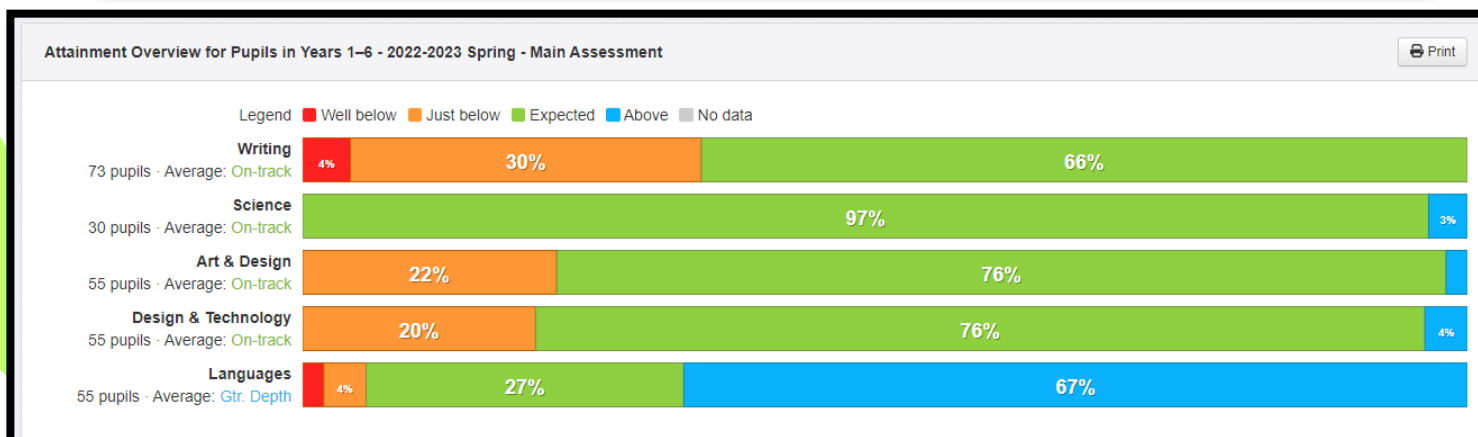
	Overview	Pupil-01	Pupil-02	Pupil-03	Pupil-04	Pupil-05	Pupil-06	Pupil-07	Pupil-08
KS1 Objectives									
Scotland / An Island Home									
Katie Morag Stories		2	1	2	2	2	2	2	2
Information Texts		2	1	2	3	2	2	2	2
Postcards		2	2	2	2	2	3	2	2
Kings & Queens									
Non-Chronological Reports		2	1	2	2	2	2	1	2
Stories		3	1	2	3	1	2	2	2
News Reports		2	1	2	3	2	2	2	2

Triangulation of Evidence and Making Curriculum Outcomes Tracking Judgements

Teachers make judgements and track each child's outcomes and attainment for each curriculum area termly. Multiple assessment methods, outlined within this policy, together with triangulating methods of analysis is used when making judgements to ensure accuracy and validity. Teachers choose well below, just below, on-track or above. These 'best fit' judgments are recorded using Insight Tracking. Recording assessment in this way enables the Headteacher and subject coordinators to compare performance for objectives, units and/or key concepts for each subject area in order to evaluate school performance and subject development priorities as well as where to organise the resources of the school to raise attainment. In this way it is also possible to compare performance in each subject area.

The screenshot shows a summary table of attainment for Spring - Main Assessment. The table has columns for Overview and Pupil-1 through Pupil-6. The rows list the assessment period: Spring - Main Assessment. Each cell in the grid contains a colored bar representing the pupil's performance level (Well below, Just below, Expected, Above) and a numerical value.

	Overview	Pupil-1	Pupil-2	Pupil-3	Pupil-4	Pupil-5	Pupil-6
Spring - Main Assessment		On-track	On-track	Just Below	Just Below	Just Below	On-track





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Tracking of assessment enables greater communication and awareness of the next steps for pupils as they move through school. The ambitious curriculum is carefully designed and each unit of study considers the questions: Why this?, Why now?, What next?. The sequenced curriculum ensures that children re-visit key concepts as they progress through school ensuring that new learning experiences build upon what has been learnt previously. Before teaching a new unit of study teachers are able to draw upon data of units that came previously to inform them of how best to organise time and which key areas of learning to address when revisiting concepts or similar activities without excessive duplication, enabling organisation of where to plan extra hours to ensure that areas of need are targeted using a flexible timetable.

Ensuring Age-Related Expectations in Mixed Age Classes at Newbald Primary School

At Newbald Primary School, we recognise that, within mixed-age classes, learning must remain clearly aligned to age-related expectations. Our curriculum is organised on a two-year cycle to prevent repetition and is carefully sequenced to ensure that knowledge and skills build progressively over time.

Where the National Curriculum does not specify discrete year-by-year expectations, in some subject areas we have mapped progression across two-year phases. Although pupils may study the same unit content, progression is achieved through increasing depth, independence, mastery and application. Older pupils, and those working at a higher level, are expected to demonstrate more advanced understanding. This is reflected through targeted questioning, adaptive teaching and variation in outcomes. For example, younger pupils may describe features, while older pupils analyse, interpret and justify using evidence and subject-specific vocabulary.

Assessment is precise and purposeful. Teachers assess against unit-specific expectations, key knowledge and skills, drawing on lesson observations, pupils' work and end-of-unit assessments. Judgements are recorded on Insight as below, working towards, expected or greater depth, in line with age-related expectations. Teachers use this information to adapt future teaching, ensuring that areas requiring further consolidation are revisited and given sufficient time.

To ensure assessment captures progression within mixed-age cohorts, end-of-unit quizzes are adapted to include additional or more demanding questions for older pupils. This allows teachers to clearly identify what pupils in each year group know and can do, even when pupils of different ages are learning alongside one another.

Retrieval practice is embedded across the curriculum to support long-term retention. Where gaps are identified, particularly where older pupils have not yet secured prior learning, teachers revisit and reinforce key knowledge to ensure secure foundations as they move forward.



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This approach is reflected in the outcomes we see across the school. Pupil voice demonstrates that children, including those with SEND, speak enthusiastically and confidently about their learning, using appropriate vocabulary and showing clear understanding of what they have been taught. Pupils make strong progress from their individual starting points and are well prepared for the next stage of their education. Feedback from local secondary schools indicates that Newbald pupils transition successfully, continue to thrive and go on to achieve exceptionally highly.

Flexible Timetable

As a result of assessment informing teachers of curriculum areas of strength and development a flexible timetable can be adapted to ensure greater periods of time can be prioritised to where it is most needed. Teachers ensure that a broad curriculum is taught and this is mapped out through the school's Long-Term Plan. The time given to each unit or subject will then vary. Teachers will 'pacer plan' each half term period ensuring that a sufficient time is given to each curriculum area. This can be flexible ensuring greater teaching time to areas of cohort or whole school need. Hours given to each curriculum area will be in agreement with the headteacher and each area of the curriculum will be given sufficient hours in order to teach the intended objectives, knowledge and skills outlined in subject progression documents. Designated subject teaching hours will be informed through a number of factors such as:

- Assessment Data
- Work Scrutiny
- Pupil Voice interviews
- School Development Priorities
- Safeguarding & Behaviour Data (e.g. informing RSHE Lessons)

Class: X				Week 3	
Day		English: Stories set in mountainous stings - Build to extended written piece over 2 weeks			
Monday	English: Comprehension & identify features of story writing	English: Stories set in mountainous stings - Build to extended written piece over 2 weeks	Maths: White Rose Maths	Computing: I can create a database using cards I can compare paper and computer-based databases	Computing: I can explain that data can be grouped using chosen values I can group information using a database I can combine grouping and sorting to answer specific questions
Tuesday	Guided Reading: mountainous climate - Information Text	English: I can consider ways of improving sentence structure in order to make writing more interesting e.g. change of subject, shortening some sentences, adding adverbs, etc.	Maths: White Rose Maths	RE: What happens at the synagogue? What are the similarities and differences between Reform and Orthodox synagogues?	RE: What can be found at the synagogue & what is it for?
Wednesday	Guided Reading: mountainous climate - Information Text	English: Building atmosphere, suspense & tension	Maths: White Rose Maths	PSHCE/RSE: I can explain diversity and the value different people bring to a community	PSHCE/RSE: I can explain some environmental issues relating to food and food production
Thursday	Guided Reading: mountainous climate - Information Text	English: I can use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Plan extended story looking at paragraphs	Maths: White Rose Maths	PPA Music/French	
Friday	PE: Gymnastics with HSS Sports	Spelling test PSHCE/RSE: To explore the links between rights and responsibilities (Y5) To understand human rights, including the right to education (Y6)		Year 5 Swimming Year 6 SATS Revision	



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End of Unit and Summative Assessment

Summative assessment is completed a suitable time after the learning experiences in the classroom. Summative assessment is checking for learning that is stored in long term memory.

End of unit / year assessment quizzes are completed after the period of learning. These can be paper and pencil, or digital low stakes quizzes using programmes such as Kahoot. These digital quizzes can be re-done at a later date to assess what learning has been retained in to long term memory. The repetition of these quizzes ensures regular retrieval practice keeping the objectives and key learning fresh, especially before a related unit. In Mathematics the pupils will complete White Rose end of unit assessment tasks. Digital questioning, using Prodigy maths, is used to gain summative data. Data from end of unit assessment will be recorded using Insight Tracking.

Unit title: _____ Quiz *Kapow Primary*

Name: _____ Date: _____

Question 1: A B C

Question 2: A B C

Question 3: A B C

Question 4: A B C

Question 5: A B C

Question 6: A B C

Question 7: A B C

Question 8: A B C

Question 9: A B C

Question 10: _____

Score: _____

Year 4
Addition and Subtraction

Name: _____

1. Here is a number.

Thousands	Hundreds	Tens	Ones
4	3	5	6

• Subtract 3 ones
• Add 2 thousands
• Subtract 1 hundred
What is the new number?

2. Complete the missing digits.

1	3	9
+	1	4

5	1	9

3. Calculate $9,356 + 2,302$

4. Calculate $108 - 177$

5. Use the digit cards to complete the number sentence.

9 3 1 7

$2,345 + 102 > \square \square \square \square$

Name: _____ Quiz - KS2

Unit title: Composition notation

Q1 What is a motif in music?

A A short musical phrase that is often repeated
B A descriptive image required to make a picture
C A symbol on a graphic score
D A symbol used to represent music

Q2 What does unison mean?

A Everyone sings the same thing at different times
B Everyone sings different things at the same time
C Everyone sings the same thing at the same time
D Everyone sings different things at different times

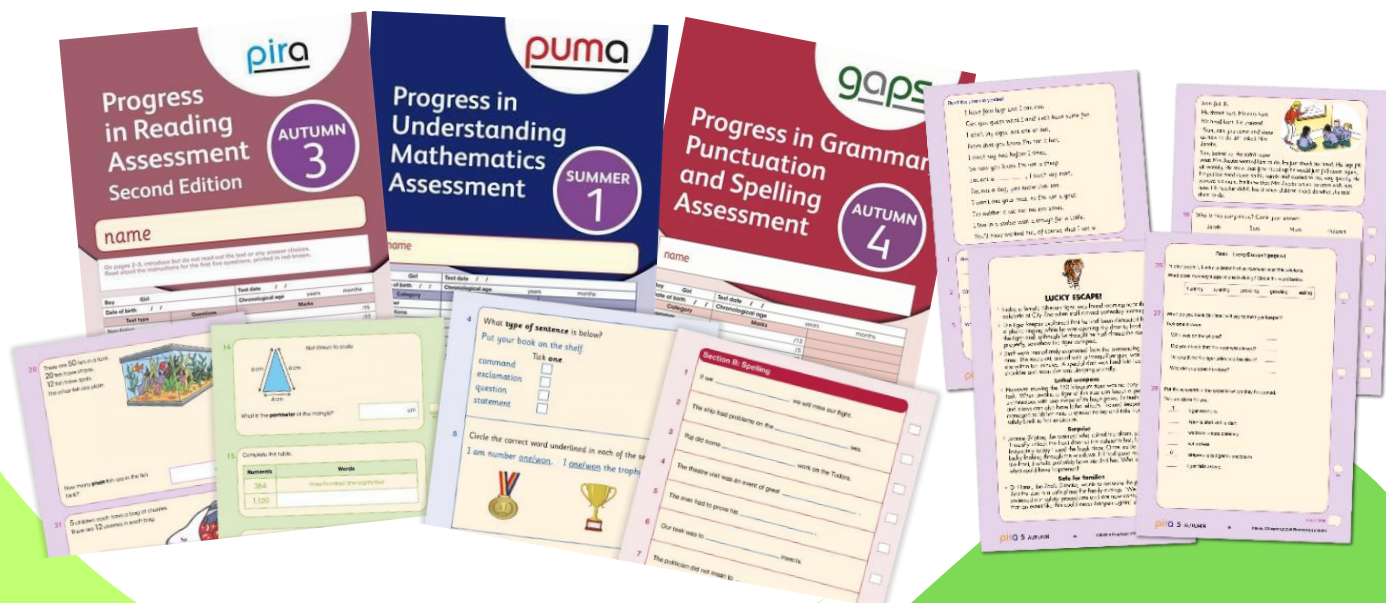
Q3 What does the word 'structure' mean?

A The way a story is organized into sections
B The number of layers in the music
C The way a song is sung
D The number of pieces in the music

Q4 How many beats is a quaver?

A One beat
B Four beats
C Two beats
D Half a beat

The school uses internal summative tests for Mathematics, Reading and Grammar Punctuation & Spelling. These are done termly and a scaled score is then used to track progress. The school uses a Progress in Reading Assessment (PiRA), Progress in Understanding Mathematics (PUMA) and a Progress in Grammar Punctuation and Spelling Assessment (GaPS). The school understands that this data is to be used alongside the wider assessment strategies to gain a more accurate picture of ability and attainment. These assessments provide a scaled score that enable the school to track progress as cohorts and children move through the school.





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Internal Data

The data gathered from summative assessments is gathered and presented to governors at the teaching and learning committee termly. This data is also included in the headteachers reports which is presented to all governors at full governing body meetings. This data is shared with all teaching staff. The data is used to consider development and improvement priorities, whilst also providing vital information in the monitoring process informing staff of the impact the changes to the curriculum are having. This data enables us to monitor pupil progress and respond to any issues earlier ensuring rapid and accelerated catch-up where necessary.

School Performance and Standards
(Discussed at the Teaching & Learning Committee. Please see the minutes from the meeting for more details.)

Newbald Primary School Internal Data End of Spring Term Data

		PIRA	PIRA	PIRA	PIRA	PIRA	PUMA	PUMA	PUMA	PUMA	PUMA	GAPS	GAPS	GAPS	GAPS	GAPS
		Spring 2022	Summer 2022	Autumn 2022	Spring 2023	Target	Spring 2022	Summer 2022	Autumn 2022	Spring 2023	Target	Spring 2022	Summer 2022	Autumn 2022	Spring 2023	Target
Year 1	Cohort G			107	103	↗			123	109	↗			102	98	↗
Year 2	Cohort F	101.3	104.1	111	105	↗	108.3	109.8	113	108	↗	97.4	98.8	103	97	↗
Year 3	Cohort E	94.9	95.9	96	91	↘	100.2	100.8	100	101	↗	90.6	92.4	92	92	↗
Year 4	Cohort D	107.0	103.9	95	99	↘	98.9	101.2	95	93	↘	96.4	96.6	99	93	↘
Year 5	Cohort C	109.6	108.8	103	98	↘	105.0	104.6	99	101	↗	97.5	97.1	104	99	↗
Year 6	Cohort B	99.1	102.1	102	100	↗	100.5	102.3	99	97	↘	102.1	103.0	103	95	↗
Whole School:		102.4	103.0	102.3	99.3	↗	102.6	103.7	104.8	100.7	↗	96.8	97.6	100.5	95.7	↗

		PIRA	PIRA	PIRA	PIRA	PIRA	PUMA	PUMA	PUMA	PUMA	PUMA	GAPS	GAPS	GAPS	GAPS	GAPS
		Baseline	WT	WRT +	GD	Chart	Baseline	WT	WRT +	GD	Chart	Baseline	WT	WRT +	GD	Chart
Year 1	Cohort G	16	3	7	2	↗	16	6	50	1	↗	30	8	6	0	↗
Year 2	Cohort F	8	6	8	1	↗	8	6	8	0	↗	8	5	3	1	↗
Year 3	Cohort E	19	14	5	2	↗	19	7	12	4	↗	19	13	6	5	↗
Year 4	Cohort D	6	1	5	0	↗	6	4	2	1	↗	6	4	2	0	↗
Year 5	Cohort C	12	4	8	2	↗	12	1	9	0	↗	12	5	7	0	↗
Year 6	Cohort B	18	5	13	0	↗	18	8	50	0	↗	18	9	5	0	↗
Whole School:		78	27	46	7	↗	78	22	51	8	↗	78	40	33	4	↗
Whole School %		100	37.0	65.0	9.6	↗	100	30.1	69.9	8.2	↗	100	54.8	45.2	5.3	↗



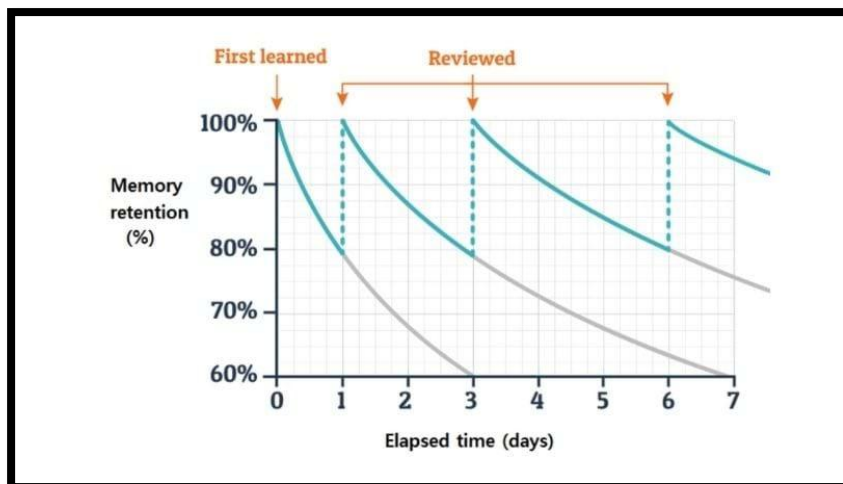
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Retrieval Practice

Whilst a learning strategy, it can also inform summatively what learning has been retained and mastered and which areas need revisiting. At Newbald each lesson should have an element of retrieval practice giving opportunities for the children to revisit previous learning.

This may be questioning the previous session, last week's session, last unit, Last Year, and so on. Retrieval practice is used regularly as good practice. The progression of knowledge and skills in tandem with the data tracked using Insight give teachers a guide on what children should know and be able to do. Examples of this may be Written quizzes, multiple choice questions, whiteboard quizzes and Kahoot quizzes as well as verbal questioning.



Retrieval Practice

Last Lesson	A	B	C	D
This Unit	A	B	C	D
Last Unit	A	B	C	D
Previous Year	A	B	C	D

RETRIEVAL PRACTICE

When we teach something once, then want to do more to help students learn it better, instead of just reviewing the content, we're better off giving something like a quiz. In other words, if we do more asking students to pull concepts out of their brains, rather than continually trying to put concepts in, they will actually learn better.

Retrieval practice is NOT THE SAME AS ASSESSMENT. Although it can look like testing, it is a **learning strategy**, not a tool for measuring or grading students.

WHAT IT LOOKS LIKE

- Think-pair-share
- Low-stakes quizzes
- Flashcards
- Brain dumps

USING IT WELL

Include Feedback
Tell students if they got the answer right or wrong.

Space Your Practice
Rather than doing retrieval all at once, spread practices out over time.

Match Practice to Assessment
If you will assess for basic recall of facts, retrieve with those. If you will require higher-order thinking on tests, include higher-order questions during retrieval.

15.3.23

KS1 Subject = RE - Easter - Lesson 2

A	B	C	D	What can you remember from...
				Last lesson Name one thing that happens at Easter.
				This unit What are we learning about in this unit?
				Last unit Name the cupboard where the Torah is kept.
				Previous year... What do Christians believe Jesus' parents were called?

A jesus layd on the cros.

Bester. ✓

Imere* Ark. Ark

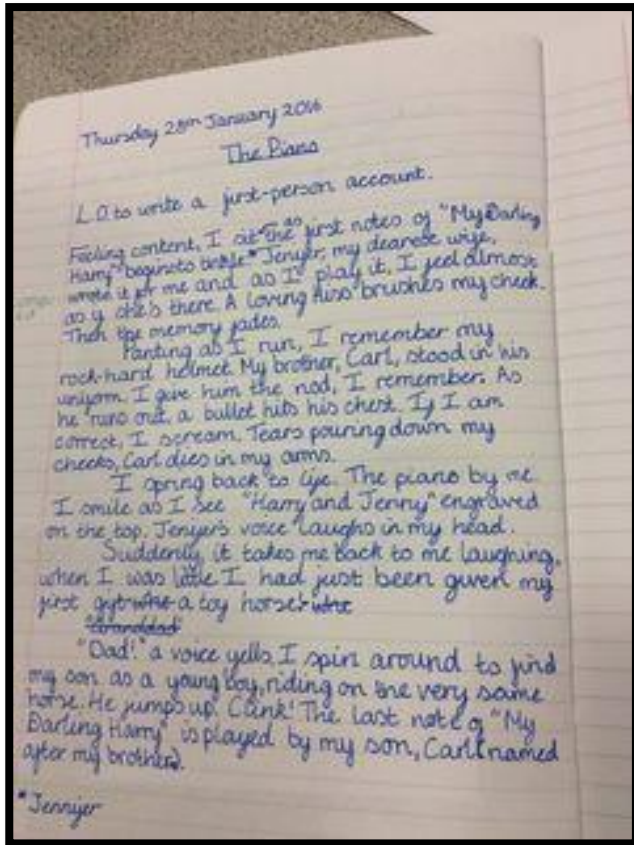




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Assessment of Writing



Teachers make judgements on writing outcomes on a termly basis. To enable a sound judgement, children produce independent writing tasks weekly and build skills to write extended written piece(s) in two weekly units of study concentrating on a specific genre of writing.

Teachers use a check list of what is expected to be included in each piece of writing. Many other factors are also be used in order to make a valid judgement such as marking of lesson work, marking of extended writing opportunities (including those across the curriculum), analysis of written tasks, observation of children etc. Teachers will triangulate analysis to inform a judgement if children are on track to achieve the expected standard by the end of the school year. This is then recorded using Insight Tracking. This provides data that enables teachers to identify which genres to target and identify personal gaps in pupil knowledge, which informs where to deploy intervention and what content to target, to ensure that accelerated progress ensues.

Moderation of Writing

To ratify, ensure confidence and validity in the judgements being made by teachers are as accurate as possible regular moderation of writing is organised including:

- moderation and scrutiny of writing in school e.g. with subject co-ordinator, headteacher and class teachers
- moderation with external schools, such as the local cluster
- moderation with the school improvement partner
- moderation with local authority representatives



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Assessment of Phonics & Reading

Phonics

The teaching and delivery of phonics sessions is prioritised and ongoing formative assessment is collected by teachers. Children are assessed on their ability to recognise phonics, which includes reading and saying the sounds, but also the recall of phonics, which included writing and spelling of the sounds. Children are assessed regularly against each set of sounds and this data is collected using insight tracking. This enables staff to identify and target specific sounds to the appropriate children when delivering extra support and intervention.

	Overview	Pupil-01	Pupil-02	Pupil-03	Pupil-04	Pupil-05	Pupil-06	Pupil-07
Spring - Main Assessment								
Summer - Main Assessment								
Working Within		KS1	KS1	KS1	KS1	KS1	KS1	KS1
KS1 Objectives								
Set 2								
ay (may I play)		2	2	2	2	2	2	2
ee (What can you see?)		2	2	2	2	2	2	2
igh (fly high)		2	2	2	2	2	2	2

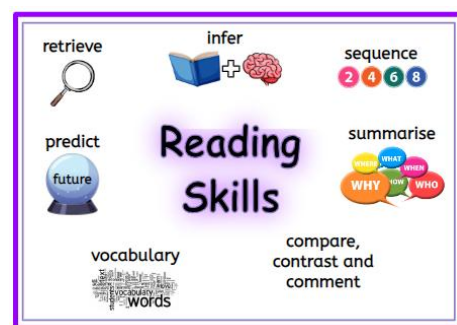
Children are assessed summatively through the statutory phonics check in the Summer Term in Year 1. (See Statutory assessments) We aim for 100% of children to

achieve the expected standard in this check. Children who do not achieve the expected standard in Year 1, receive extra support and then have the opportunity to retake the phonics screening check the following year (in Year 2). Further to this at Newbald we believe in high standards in phonic decoding and all children who achieve the standard, but score less than 36/40 will also receive extra support.

Reading & Comprehension

Children are assessed formatively through their reading lessons where teachers assess against the key areas of reading

- **Vocabulary**
- **Infer**
- **Predict**
- **Explain (Compare, Contrast & Comment)**
- **Retrieve**
- **Summarise & Sequence**





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Summative and Statutory Assessment in Reading

Summatively the children from Year 1 – Year 6 complete a Progress in Reading Assessment (PIRA). This helps staff track progress in reading and comprehension (See End of Unit and Summative Assessment) In Year 2 and Year 6 the children also complete statutory SATS tests (See Statutory Assessments)

Assessment of Mathematics

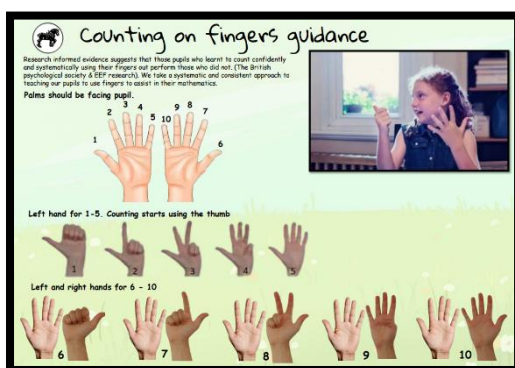
Key Maths Calculation Methods

Progression of Algorithm for Calculation & Arithmetic

Whilst we use the white rose maths progression in calculation, we have produced an additional document which identifies key calculation methods for each stage of learning from Nursery to Year 6. Teaching staff use this to identify and assess milestones we aim for the children to achieve in their progression in developing calculation and arithmetic. This document also agrees a consistent approach to teaching the agreed algorithms for the calculation of addition, subtraction, multiplication and division. Children are assessed against each milestone and this data is collected using insight tracking.



Year 3: Addition	
Year 3	- Add two numbers (no exchange) - Using a column method 3 digits - Add two numbers across a 10 or 100 (with exchange) - Using a column method 3 digits
Key Methods	Examples and guidance
Add two numbers (no exchange) - Using a column method 3 digits	
Add two numbers across a 10 or 100 (with exchange) - Using a column method 3 digits	



Year 1: Multiplication	
Year 1	- Add equal groups - repeated addition using physical or pictures - Make arrays - using physical items to derive fact - Use fingers to count in multiples of 2, 5 and 10
Key Methods	Examples and guidance
Add equal groups - repeated addition using physical or pictures	
Make arrays - using physical items to derive fact	

Year 4: Subtraction	
Year 4	- Subtract two 4-digit numbers (across a 10 or 100 or 1000) using a column method 4 digits (including exchanging) - Subtract two 4-digit numbers (across a 10 or 100 or 1000) using a column method where 0 is a place holder
Key Methods	Examples and guidance
Subtract two 4-digit numbers (across a 10 or 100 or 1000) using a column method 4 digits (including exchanging)	
Subtract two 4-digit numbers (across a 10 or 100 or 1000) using a column method where 0 is a place holder	

Year 6: Multiplication	
Year 6	- Multiply numbers up to 4 digits by a 2-digit number - written method - Multiply decimals by integers - written method
Key Methods	Examples and guidance
Multiply numbers up to 4 digits by a 2-digit number - written method	
Multiply decimals by integers - written method	



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Summative Assessment & Statutory Assessments

Summatively the children from Year 1 – Year 6 complete a Progress in Understanding Mathematics (PUMA). This helps staff track progress in arithmetic and mathematics (See End of Unit and Summative Assessment). In Year 2 and Year 6 the children also complete statutory SATS tests (See Statutory Assessments)

KIRFS

Key Instant Recall Facts have been identified and mapped out for children from Nursery to Year 6. Each half term children are asked to learn key facts, such as number bonds or times tables. These facts are reinforced in the classroom. These KIRFs are assessed on a half termly basis and the data allow us to identify children for extra support and intervention

Key Instant Recall Facts
Year 3 – Autumn 1

I know the multiplication and division facts for the 3 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

Key Vocabulary

- What is 3 multiplied by 8?
- What is 8 times 3?
- What is 24 divided by 3?
- What is three lots of 8?
- Three 6s are?
- Three groups of 7 make?
- Share 21 into 3 groups. How many is in each group?

They should be able to answer these questions in any order, including missing number questions e.g. $3 \times \square = 18$ or $\square \div 3 = 11$.

The children will be expected to recall answers to facts out of order instantly (within 5 seconds).

Top Tips

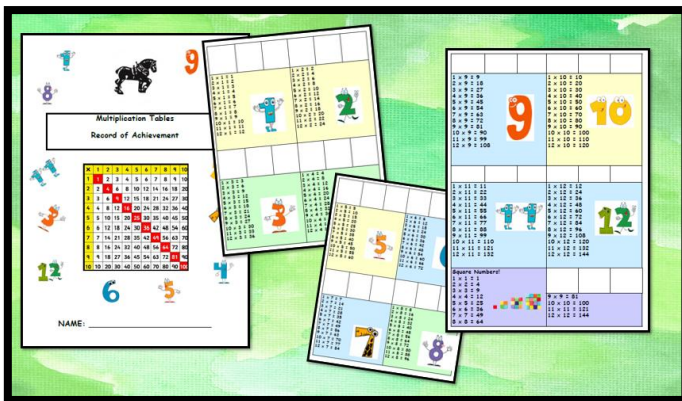
The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while waiting to school or during a car journey? You don't need to practise them all at once, perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

Songs and Chants - Listen to fun multiplication songs and chants online such as: <https://www.youtube.com/watch?v=H8b8b8b8b8>. You could even create your own song! If your child creates their own song, this can make the times tables even more memorable. Chant the times table in and out of order. 4 threes are twelve, five threes are fifteen.

Buy one get three free. - If your child knows one fact (e.g. $3 \times 5 = 15$), can they tell you the other three facts in the same fact family? When creating fact families, children sometimes get confused by the order of the numbers it can be helpful to get practical items such as beads to recreate the number facts. $3 \times 5 = 15$, $5 \times 3 = 15$, $15 \div 3 = 5$, $15 \div 5 = 3$.

Play games - Use the White Rose 7 minute math app. Use the Times Table Rock-Share App. Play hit the button! Available for free online or as a paid app. <https://www.topmarks.co.uk/maths-games/hit-the-button>

Times Table Cards



Learning multiplication and division facts are of vital importance. To ensure that children have instant recall of multiplication facts, from Key Stage 1, each child has a times table card. They are then assessed on a gold, silver and bronze basis. Bronze level is for when children can chant or count their times tables in order e.g. 'one five is five, two fives are ten'. It is also acceptable for children to count the multiples on fingers e.g. 5,10,15,20 etc as long as the child can identify the multiple referring to their

fingers. Silver level is knowing multiplication facts out of order e.g.: What is 5×7 ? 35! Children should do this without counting through multiples within a 5 second time frame. Gold is with the addition of instant recall of division facts e.g.: What is 45 divided by 5? 9! When a child has achieved gold in all times tables up to 12 (including square numbers) they are awarded a times table badge.



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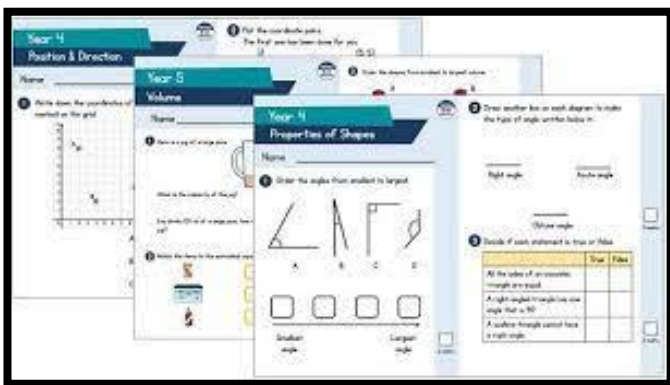
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Online Apps for Multiplication Assessment

We use a variety of online maths applications such as Times Table Rock-stars and Hit the Button. These apps are fun ways of reinforcing key fact learning and also a fun low stakes assessment tool that can help inform teachers if children can recall these key facts. The school also uses Prodigy Maths. Prodigy Maths is a fun online game that requires children to answer maths questions to progress further. This engaging tool enables teachers to set an objective and the children will then be set a variety of questions reflecting a mathematical objective. This online program then feeds back data on how the children have performed against the mathematical objectives.



Key Performance Indicators, Key objectives and End of Unit Assessments



Key Performance Indicators or Key Objectives in Mathematics have been identified and Children are assessed against each key objective and this data is collected using insight tracking. These key objectives are objectives I linked to the progression in calculation (see above) and Key Instant Recall Facts (see above). In addition to these key objectives, teachers use end of unit assessments that compliment the White Rose Maths scheme used at Newbald. These low stakes tests give an overview of children's ability

for each block (or unit) of study. Teachers then use this data to make a judgement that is recorded using insight tracking. This data enables staff to identify areas of strength and weakness for individuals as well as whole year groups or class cohorts. As a response to this data teachers can modify medium and long-term plans to ensure areas of need are addressed.



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Assessment in Early Years Foundation Stage



Staff use a range of formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities. The educational programmes in the EYFS underpin the curriculum that will be taught, and educational provision and practice at the school will be centred around the requirements of the DfE's 'Statutory framework for the early years foundation stage'.

Activities in school will take into account children's needs, interests, stages of development and individual circumstances in order to provide each child with a challenging and enjoyable experience. Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Reception Baseline Assessment (RBA) – a short assessment which is taken within the first six weeks of a child starting Reception, regardless of what time of the year this occurs.
- The EYFS Profile (EYFSP) – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the 17 early learning goals (ELGs), and their readiness for Year 1.

While this provides some information regarding our pupils' starting points at the beginning of the reception year, we also prioritise getting to know the children well for the first 4 weeks of the academic year in order to inform a school baseline assessment for our nursery 2 and reception children.

Within the EYFS we complete summative assessments termly for the nursery and reception children. These assessments are recorded to state whether the child is on track, or 'at expectation' (where we would expect them to be in each area of learning), or not on track, 'below expectation'. These summative assessments are informed by ongoing formative assessment and observations within everyday practice. Parental observations are also used to inform assessments of a child's development. Observations of learning are captured by our EYFS practitioners and parents using Tapestry. This allows us to share learning observations between home and school. Within Tapestry observations, the areas of learning identified are 'flagged' so that they can be returned to when making summative assessments.

Where children are not on track, provision is targeted to support them to progress and, if necessary, specific interventions may be provided. For example, providing additional phonics sessions or increasing toileting routine support.



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Our EYFS Curriculum is carefully planned for the children to develop across all areas of learning. Our long-term topic plan is developed throughout the year within our medium-term plans, outlining the progression through key milestones of development, from expectations for our 3-4 year olds, to expectations within the reception year and the early learning goals. Phonics and early reading are developed through the Read Write Inc. scheme and provides for clear progression. Children's progress is continually assessed and responded to in

Pupils in Years N2-R	Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills
Pupil-01	Expected	Expected	Expected	Expected	Emerging	Expected
Pupil-02						
Pupil-03	Expected	Emerging	Expected	Expected	Expected	Expected
Pupil-04	Expected	Expected	Expected	Expected	Expected	Expected
Pupil-05	Expected	Expected	Expected	Expected	Expected	Expected
Pupil-06	Expected	Expected	Expected	Expected	Expected	Expected
Pupil-07	Emerging	Emerging	Expected	Expected	Expected	Expected
Pupil-08	Expected	Expected	Expected	Emerging	Expected	Expected
Pupil-09	Expected	Emerging	Expected	Expected	Expected	Expected
Pupil-10	Expected	Expected	Expected	Expected	Expected	Expected

planning. Phonics trackers are also completed at key points in the teaching and learning sequence. This ensures that any children not on track are identified and supported with additional keep up intervention, to ensure that they stay on track.

Mathematics is planned for similarly, with progress continually assessed and responded to in planning. Additionally, children's attainment of our school KIRFs (Key Identified Recall Facts) is assessed and recorded using Insight tracking each half term. Again, any children not on track are identified and supported with additional intervention, to ensure that they stay on track.

Reducing paperwork and removing the requirement for extensive assessment evidence was central to the 2021 EYFS reforms. The aim of this is to ensure that practitioners are able to maximise the time that they spend engaging with children in play and learning. In everyday practice, our EYFS practitioners are continually observing and assessing children. From this, they respond, in the moment, to support children to make progress across the early year's curriculum. This is considered best practice and provides the children with teaching and learning which is well matched to their individual need, where they are at any given time.

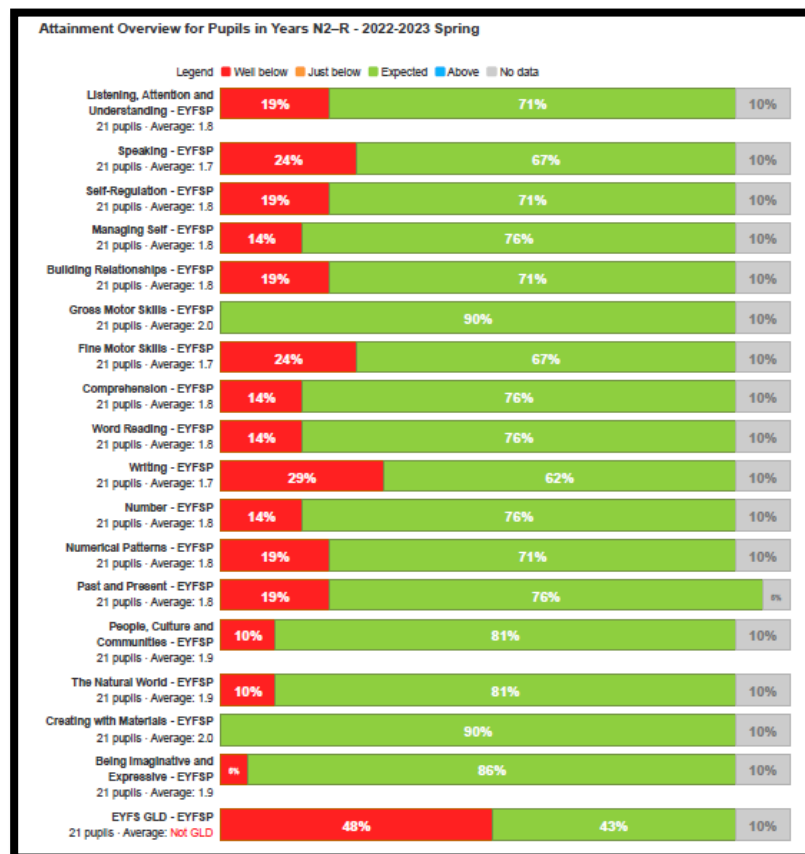


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To track progress in each child's learning journey from nursery to the end of EYFS 'moments in time' judgements are made. When assessing children, practitioners will draw on their knowledge of the child and their professional expertise and experience as outlined above. Judgements are made against if the child currently meeting age-related goals. These judgements are recorded using Insight Tracking. In addition to this, judgements are also made against are the children on track to meet age related goals by the end of the period. This data is particularly useful to identify children who need intervention earlier to ensure rapid and accelerated catch up ensues.

Any concerns regarding a child's learning or development are discussed with parents as and when they arise and on an ongoing basis. This ensures that we can work in partnership to recognise children's progress, understand their needs, and to plan support.



Statutory Assessments

There are many assessments that the school are required to complete. Details of these are as follows:



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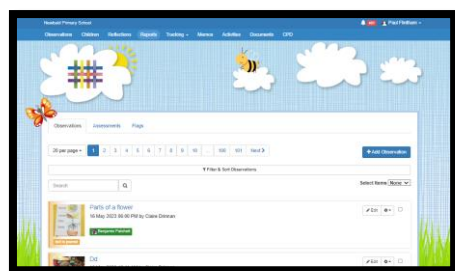
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○ Reception Baseline Assessment (RBA)

The Reception Baseline Assessment is a short assessment which is taken within the first six weeks of a child starting Reception, regardless of what time of the year this occurs.

The RBA is approximately 15 minutes long, covering literacy, language, communication and early maths. Teachers will administer the assessment and record their results electronically.

The RBA is interactive and practical. Children are asked to answer questions verbally or by pointing at or moving objects. If children need a break during the assessment, the teacher will be able to pause at any time.



○ Early Years Foundation Stage Profile (EYFSP):

The Early Years Foundation Stage Profile is a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1. EYFSP data is published at national and local authority level.

At the end of the EYFS the school must complete an EYFSP for each child to summarise and describe children's learning and development. This assessment will take place in the Summer term of the academic year when a child reaches 5 years old, and no later than 30 June of that term.

When carrying out assessment and reporting functions, the school will complete the EYFSP in compliance with the provisions outlined within the 'Early years foundation stage assessment and reporting arrangements' document, and the 'Statutory framework for the early years foundation stage'.

The school will assess each child against the Early Learning Goals (ELGs) and provide a commentary describing each child's skills and abilities against the three characteristics of effective learning:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

Throughout the year EYFS practitioners will collect and collate materials, observational records and information within a child's Learning Journey. At Newbald this is done using Tapestry. Profile judgements will be made on the basis of the cumulative evidence recorded over the course of the year, and practitioners' knowledge of the child. Evidence may include:

- Photographs.
- Written and/or drawn evidence.
- Planned and unplanned observations of day-to-day interactions.
- Video, tape, audio or electronic recordings.



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- The child's view of their own learning.
- Information from parents or other relevant adults.

EYFS practitioners will use their knowledge of the child to judge whether their learning is:

- Not yet reaching expected levels (emerging).
- Meeting expected levels (expected).

Assessment will not entail prolonged breaks from interaction with children, nor require excessive paperwork.

When assessing children, practitioners will draw on their knowledge of the child and their professional expertise and experience, and will not be required to prove their judgements through the collection of physical evidence. To provide a fully-rounded picture of a child's development, practitioners will actively engage the child, their parents and other adults who have significant interaction with the child in the assessment process.

○ **Year 1 Phonics Screening Check.**

The phonics screening check is a short, simple assessment to confirm that all pupils have learnt phonic decoding to an appropriate standard by the age of 6 years old. Children who have not reached this level should receive extra support from their school to ensure they can improve their decoding skills, and will then have the opportunity to retake the phonics screening check. All Year 1 pupils must complete the check. This is undertaken during the summer term. The phonics screening check usually contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words. Children who do not achieve the expected standard will receive extra support and will then have the opportunity to retake the phonics screening check the following year (in Year 2). Further to this at Newbald we believe in high standards in phonic decoding and all children who achieve the standard, but score less than 36/40 will also receive extra support.





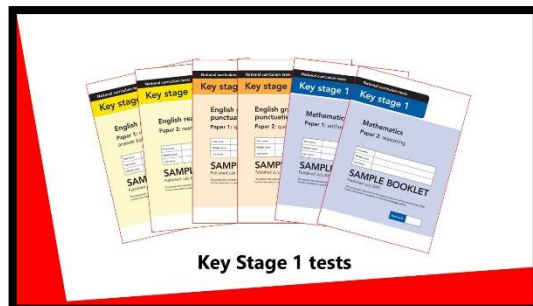
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○ National Key Stage One Assessments.

National Key Stage One Assessments are no longer statutory, but at Newbald we decide to participate in the assessments. This allows the school to use data to compare performance and identify areas of strength and areas for improvement. These assessments are additional evidence to help to ratify teacher assessments. At the end of year 2 pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following heads:

- Reading – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Writing – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Science – working at the expected standard



Key Stage 1 tests

The pupils will also sit tests which will consist of:

- English reading Paper 1 – combined reading prompt and answer booklet
- English reading Paper 2 – reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 - questions
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment. Data is no longer published at national and local authority level.



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○ Year 4 Multiplication Tables Check

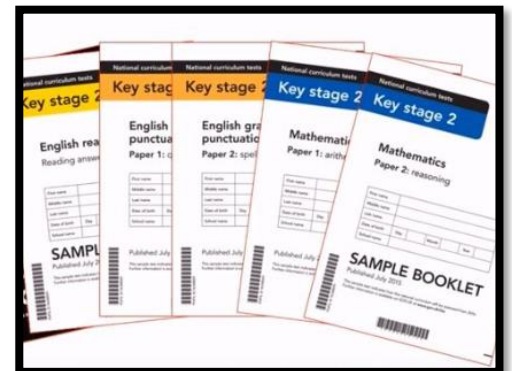
The multiplication tables check is an online, on-screen assessment given to pupils in year 4. It checks their ability to fluently recall times tables up to 12x12. All year 4 pupils are required to take the check. It's made up of 25 times tables questions. Children will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete. There is no expected standard or 'pass mark' for the multiplication tables check, but higher scores indicate greater proficiency in fluently recalling multiplication tables. Newbald uses results to benchmark performance against the national and local authority averages. Results will only be published at national and local-authority level; school-level data will not be published.



○ National Key Stage Two Assessments

At the end of year 6 pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

- Reading- working at the expected standard, has not met the standard and working at Greater Depth
- Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics - working at the expected standard, has not met the standard and working at Greater Depth
- Science- working at the expected standard, has not met the standard and working at Greater Depth



The pupils will also sit tests which will consist of:

- English reading Paper 1 – reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 - spelling
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 – reasoning



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Statutory and Summative Assessment Overview Timetable

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments	• Reception Baseline Assessment	• PiRA, PUMA, GaPS Internal Autumn Assessments Yr1 – Yr6 • Moment in time Autumn Assessment EYFS • Autumn Insight Tracking Curriculum Judgements Yr1-Yr6	•	• PiRA, PUMA, GaPS Internal Spring Assessments Yr1 – Yr6 • Moment in time Spring Assessment EYFS • Spring Insight Tracking Curriculum Judgements Yr1-Yr6	• National Key Stage One Assessments (SATS) • National Key Stage Two Assessments (SATS)	• Year 1 Phonics Screening Check • Year 2 Phonics Screening Check Re-Sits • Year 4 Multiplication Times Table Check • PiRA, PUMA, GaPS Internal Summer Assessments Yr1 – Yr6 • Summer Reception Assessment EYFSP Judgements • Moment in time Summer Assessment EYFS • Summer Insight Tracking Curriculum Judgements Yr1-Yr6



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Monitoring of standards

The overall responsibility for monitoring assessment belongs to the Headteacher. However, class teachers are responsible for implementation of assessment of the children in their care and curriculum co-ordinators and subject leaders are responsible for monitoring assessment within their subject area.

Subject coordinators make regular checks on their subject so they are clear on the impact that actions are having. Monitoring timetables are shared annually and subject leaders and coordinators make regular checks to ensure that methods of assessment are closely reflects desired and intended learning outcomes and that the process of assessment has a beneficial influence on the learning culture. Coordinators will monitor, analyse and use triangulation of tracked data, pupil voice and scrutiny of pupil work and assessment tasks to inform development priorities and to improve the quality of future learning.

An example of a monitoring timetable at Newbald is below:



	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
AUTUMN 1					RE Monitoring (ps) (3/10/23)		Maths & Arithmetic monitoring (CM & PT) (19/10/23) (ps & 20/10/23)	DAT Week SEN (26/10/23)
	Geography monitoring (LT) throughout Friday Subject co-ordination time (HSSS) (8hrs)							
	HALF TERM							
AUTUMN 2		Phonics Monitoring (14/11/23)	Formative Assessment & Use of retrieval practice / exit & end of unit assessment (24/11/23)	Science (29/11/23)	SEN (6/12/23)	DAT Week	Christmas etc	
	PE & Phonics monitoring (HA) throughout Friday Subject co-ordination time (HSSS) (7hrs)							
	CHRISTMAS HOLIDAYS							
SPRING 1		Design & Technology (16/1/24)	English / GPS / Reading monitoring (24/1/24 & 25/1/24) (ps)	EYFS (30/1/24)	Adaptive Teaching (30/1/24)			
	Computing monitoring (CM) throughout Friday Subject co-ordination time (HSSS) (5hrs)							
	HALF TERM							
SPRING 2	Maths / Arithmetic (21/2/24)	Formative Assessment & Use of retrieval practice / exit & end of unit assessment (27/2/24)	French (MFL) (4/3/24)	SEN (11/3/24)	Science (30/3/24)			
	Geography monitoring (LT) throughout Friday Subject co-ordination time (HSSS) (5hrs)							
	EASTER HOLIDAYS							
SUMMER 1	Music (20/4/24)	History (26/4/24)	Adaptive Teaching (23/4/24)	RE & World Views (23/4/24)	Art (20/5/24)	SATS Week	DAT Week	
	RSHE monitoring (HA) throughout Friday Subject co-ordination time (HSSS) (7hrs)							
	HALF TERM							
	Science (2/6/24)	Phonics Screening Check Phonics Monitoring	English / GPS / Reading monitoring (11/6/24)	Formative Assessment & Use of retrieval practice / exit & end of unit assessment (18/6/24)	SEN (17/7/24)			
	Computing monitoring (CM) throughout Friday Subject co-ordination time (HSSS) (5hrs)							

Monitoring Focus & Priority	
IN DEPTH FOCUS	ONCE A YEAR
Science	History
Religious Education and Worldviews	Geography
English - (Including: Writing, GPS, Handwriting, Reading and Phonics)	Design and Technology
Maths & Arithmetic	Computing
Adaptive Teaching	Relationships, Sex and Health Education
Formative Assessment & Use of retrieval practice / exit & end of unit assessment	Art
SEN	Music
	Physical Education
	French
	EYFS