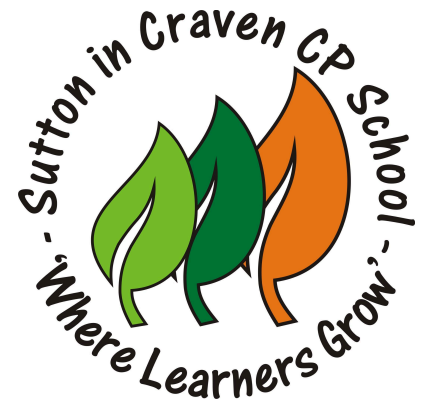


Sutton in Craven Community Primary School



# Assessment Strategy

We are an aspirational place where learners grow.  
Our school is kind and happy and we respect and celebrate the  
differences in ourselves, our community and our world.  
Our children become responsible, determined and independent  
citizens.

Approved by:	SLT	Date: 11th September 2023
		Revised June 2025

Last reviewed on:	June 2025
-------------------	-----------

Next review due by:	June 2026
---------------------	-----------

## **1. Introduction**

At Sutton in Craven CP School assessment procedures focus on Year Group expectations.

The Department for Education states that:

- On-going, teacher led assessment is a crucial part of effective teaching;
- Schools should have the freedom to decide how to teach their curriculum and how to track the progress that pupils make;
- Both ongoing teacher assessment and external testing are important
- School systems for assessment must be fair and transparent;
- Measures of progress and attainment are of equal importance and should both be used to assess school performance.
- Information should be published in various forms to parents and the wider public to inform them how well schools are doing.

## **2. Sutton CP's Purpose of Assessment**

- To ensure teaching is pitched and adapted appropriately, in order for children to make at least good progress, regardless of their starting points
- To enable analysis of trends which lead to improved outcomes for children supported by annual, key school improvement threads
- To inform discussion with pupils, parents/carers, school leaders and governors, moderators and assessors
- To support transition between year groups and schools.

## **3. The Sutton CP Assessment Procedure for Reading, Writing, Maths and Science;**

We use the following continuous assessment which relate to age -group expectations

### **3.1 EYFS**

Sutton CP School uses the guidance provided in '[Birth to 5 Matters](#)' to support their decision making around progress and provision.

A tracker is used in Reception class to plot children's starting points and then monitor their progress through the course of the year, judgements on progress are done termly with the RBA setting the initial baseline starting point. No formal assessment is used to make judgements of where the children are, the professional judgement of the team supported by observations, notes and photographs determines the progress the child makes.

This tracker supports identifying 'spiky' profiles that may require further monitoring or intervention. It also supports cohort trends and informs adaptation to provision and planning by the team. It enables accurate alignment of provision to need.

### **3.1 Year 1 - Year 6**

The progression of a child working at age related expectations when accessing the National Curriculum is as follows;

- Year Group X - 2BL
- Year Group X - 1BL
- Year Group X - Working Towards - WTS
- Year Group X - Expected - EXP
- Year Group X - Greater Depth - GDS

Data is collected termly, with a baseline data set collected within Autumn 1.

Children's progress is discussed from different starting points;

- From end of previous academic year
- From end of KS1 outcomes (where relevant) - KS1 data no longer collected as part of statutory assessments as of academic year 2023-2024.
- From EYFS outcomes to current year group

Children that remain on a consistent trajectory, for example EXS to EXS, are making good progress.

Children that convert to a higher trajectory, for example EXS to GDS, are making better than expected progress

Children that convert to a lower trajectory, for example EXS to WTS, are making less than expected progress

We recognise that progress is not linear, and termly pupil progress meetings explore what the trajectory looks like for individuals, but progress over time discussions hold the most weight. Children are discussed at an individual level, regarding potential to convert to better than expected progress, when considering starting points.

Discussions take place, regarding key barriers to achieving expected outcomes and these are then used to inform future training, investment and school improvement foci.

#### **4. Evidencing Judgements**

Research tells us that the best teachers do not need to rely on testing alone but are able to weave effective assessment into everyday practice.

This will include:

- 1:1 or group discussions / feedback with children
- Children's work or photographs of experiences / application of skills
- Observed knowledge and skills application
- Discussions with team around the child
- Use of Knowledge Organisers (for non-core subjects)
- Pupil self assessment
- Pupil peer assessment
- Deep and rich questioning
- Discussion
- Observation
- Low stakes Quizzes
- Pupil work

Monitoring of children's learning is carried out throughout the year by subject leaders, SENCO and senior leaders in collaboration. The school's SEA, supports the school in its effectiveness of monitoring and implementation.

**Assessment Cycle for the Core Subjects of Reading, Writing and Maths at Sutton CP School**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	Reception baseline ment—completed within the first six weeks Teacher assessment baseline also completed	First term judgment plotted on to EYFS tracker  Data updated on EYFS spreadsheet	Ongoing teacher assessment in all Areas of Learning	Second term judgment plotted on to EYFS tracker  Data updated on EYFS spreadsheet	Judgements made against the Early Learning Goals	Final term judgment plotted on to EYFS tracker  Data updated on EYFS spreadsheet  Transition meeting with receiving class teacher

<b>Year 1</b>	Teacher—assessed Baseline against National Curriculum	<p>PIRA and PUMA tests completed.</p> <p>Writing judgement made against school writing TAF</p> <p>Phonics Assessment 1 completed.</p> <p>Teacher judgment made and uploaded to Arbor.</p>	Ongoing teacher assessment in all core subjects	<p>PIRA and PUMA tests completed.</p> <p>Writing judgement made against school writing TAF</p> <p>Phonics Assessment 2 completed.</p> <p>Teacher judgment made and uploaded to Arbor.</p>	Statutory Year 1 Phonics Screening	<p>PIRA and PUMA tests completed.</p> <p>Writing judgement made against school writing TAF</p> <p>Phonics Assessment 3 completed for those that did not meet expected standards.</p> <p>Teacher judgment made and uploaded to Arbor.</p> <p>Transition meeting with receiving class teacher</p> <p>Report to parents</p>
<b>Year 2</b>	Teacher—assessed Baseline against National Curriculum	<p>Phonics Screening re-sit.</p> <p>PIRA and PUMA tests completed.</p> <p>Writing judgement made against school writing TAF</p> <p>Teacher judgment</p>	Ongoing teacher assessment in all core subjects	<p>PIRA and PUMA tests completed.</p> <p>Writing judgement made against school writing TAF</p> <p>Teacher judgment made and uploaded to Arbor.</p>		<p>PIRA and PUMA tests completed.</p> <p>Writing judgement made against school writing TAF</p> <p>Teacher judgment made and uploaded to Arbor.</p>

		made and uploaded to Arbor.				Transition meeting with receiving class teacher Report to parents
<b>Year 3</b>	Teacher—assessed Baseline against National Curriculum	PIRA and PUMA tests completed. Writing judgement made against school writing TAF Teacher judgment made and uploaded to Arbor. Times Table assessment 1 completed.	Ongoing teacher assessment in all core subjects	PIRA and PUMA tests completed. Writing judgement made against school writing TAF Teacher judgment made and uploaded to Arbor. Times Table assessment 2 completed.	Ongoing teacher assessment in all core subjects	PIRA and PUMA tests completed. Writing judgement made against school writing TAF Teacher judgment made and uploaded to Arbor. Times Table assessment 3 completed.  Report to parents  Transition meeting with receiving class teacher
<b>Year 4</b>	Teacher—assessed Baseline against National Curriculum. Times Table baseline assessment completed.	PIRA and PUMA tests completed. Writing judgement made against school writing TAF Teacher judgment made and uploaded	Ongoing teacher assessment in all core subjects	PIRA and PUMA tests completed. Writing judgement made against school writing TAF Teacher judgment made and uploaded	Ongoing teacher assessment in all core subjects.	PIRA and PUMA tests completed. Writing judgement made against school writing TAF Teacher judgment made and uploaded

		to Arbor. Times Table assessment 1 completed.		to Arbor. Times Table assessment 2 completed.		to Arbor. Times Table Check assessment completed.  Report to parents  Transition meeting with receiving class teacher
<b>Year 5</b>	Teacher—assessed Baseline against National Curriculum	PIRA and PUMA tests completed.  Writing judgement made against school writing TAF  Teacher judgment made and uploaded to Arbor.	Ongoing teacher assessment in all core subjects	PIRA and PUMA tests completed.  Writing judgement made against school writing TAF  Teacher judgment made and uploaded to Arbor.	Ongoing teacher assessment in all core subjects	PIRA and PUMA tests completed.  Writing judgement made against school writing TAF  Teacher judgment made and uploaded to Arbor.  Report to parents  Transition meeting with receiving class teacher
<b>Year 6</b>	Teacher—assessed Baseline against National Curriculum	PIRA and PUMA tests completed.  Writing judgement made against Y6 writing TAF	Ongoing teacher assessment in all core subjects	PIRA and PUMA tests completed.  Writing judgement made against Y6 writing TAF	KS2 SATs - <ul style="list-style-type: none"><li>● GPS</li><li>● Spelling</li><li>● Reading</li><li>● Maths</li></ul>	Report to parents  Transition meetings with receiving schools

		Teacher judgment made and uploaded to Arbor.		Teacher judgment made and uploaded to Arbor.	<div>Paper 1&amp;2<ul style="list-style-type: none"><li>• Maths</li></ul>Paper 3</div> Writing judgement made against Y6 writing TAF	
--	--	--	--	--	--	--