ASHTON KEYNES
Church of England VC Primary School
SHINE BRIGHT ★ REACH FOR THE STARS

"Enabling life in all its fullness"

"I came that you may have life, life in all its fullness" (John10:10)

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship*.

Policy for Assessment

All of our subject policies contain information about assessment within them.

Policy Date: November 2025

Date of next review: November 2028

Why assess?

Children's progress is closely monitored at Ashton Keynes CE Primary School in order that we can provide the best possible opportunities and highest levels of support and challenge for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.
- To ensure timely intervention which supports our 'finger on the pulse' approach

Aims of the National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools were given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

(Ofsted inspections – clarification for schools, March 2015, No. 140169)

Assessment at Ashton Keynes CE Primary School

Staff at Ashton Keynes Primary have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum which forms the basis of our AKPS 'Shine Curriculum'. Assessment identifies children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range recording methods, as detailed below. Our internal tracking system is used to record coverage of objectives within the National Curriculum and to monitor pupil's progress.

Most assessment information will be collected through observations, information in books, pupil self-assessment and low-stakes assessment activities such as 'exit questions' (questions before leaving the room), class quizzes, hot/cold tasks, quick fire tests, mind maps etc. Hot and cold assessment tasks are used in a variety of subjects to assess children at the start of a unit and at the end to measure progress.

Assessment information will be used to inform planning and to identify children who may need extra support or challenge. A summative pupil progress update takes place each term for English reading, English writing and maths and all subject areas are updated on the central tracker and as this is central it is accessed by all

middle and senior leaders so that they can analyse performance for their subjects and this informs future monitoring visits and activities. This tracks progress of all of our pupils in all subjects and ensure the school is always challenging gaps in progress and ensuring individuals and groups are making expected or better progress. Targets are set by the Headteacher and SLT with class teachers and tracked regularly throughout the school year and informed by ongoing assessments. We ensure that through this process we have a 'finger on the pulse' of all of our pupils and use the 'power of ten' to set ambitious but realistic targets to ensure pupils achieve well in all curriculum subjects.

During Pupil Progress meetings, appropriate interventions are discussed and support can be agreed and put into place as required. This intervention / support is then monitored closely for impact.

EYFS Assessment

Observation and Assessment in EYFS
Within EYFS, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning enables all learners to progress. Each child has an online learning journey using the online platform Seesaw. Observations are gathered here along with examples of work, photographs and parental "wow note" contributions.

During the first term, all children take part in the Reception Baseline Assessment. In addition to this the teachers use the knowledge gained about each child through observations, assessments and interactions to make their own baseline judgments in all areas of learning. These 'best fit' judgments are based on descriptors set out in the 'Development Matters' 2021 document. This information is recorded within an assessment excel document and is updated again in February and June. Through termly pupil progress meetings with the head teacher, assessments are closely monitored to ensure that all children are making good progress. Opportunities for moderation with other settings in the local area and with the KS1 staff happen throughout the year.

In the summer term, the class teacher completes the EYFS profile for each child. The teacher uses their professional judgment to assess each child's attainment in relation to the 17 Early Learning Goal descriptors this assessment is then moderated with the EYFS team.

The results of the Profile including whether the child has reached a good level of development are shared with parents and carers, and there are opportunities for them to meet their child's class teacher to discuss this information. All information is shared with Year 1 staff including each child's characteristics of effective learning, in order to ensure a smooth transition into KS1.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

Statutory Assessments

Year One phonics check

All children in Year 1 will participate in a statutory phonics screening check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report. Any children who do not pass the screening test in Year 1 will retake the test in Year 2, administered by the Year 2 teacher. The Headteacher will monitor both tests.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents in the end of term report and a summary placed on the school website. Age related expectations will be known as met the '*expected*' standard or not met if below this. The term Greater depth is used for children achieving above the expected standard.

Assessment of the AKPS 'Shine' curriculum

At AKPS, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. Attainment is assessed summatively at the end of each unit of work against the requirements of the National Curriculum. This is reported to the next teacher. Pupils achievements in the subject are reported to parents on the end of year report.

Assessment of Reading

Early reading is monitored daily by the class teacher and teaching team, and this is used to inform planning, intervention and formal assessment. Assessment for Early reading is linked to our phonics progression; we look at the phase the children are working at and how secure they are with the sounds within this phase. Part of early reading is being able to recognise sounds, recognising these sounds within words and to blend and segment words containing graphemes that they are confident with. Assessment happens during every lesson, as we look for children to be confident with the sound taught, we track the children and then update our tracking system termly.

In Year 1 during the summer term, children are formally assessed using the 'Phonics Screening check'. This consists of 40 words, real and pseudo, that the children have to read. The test consists of 40 words which contain graphemes the children have been taught during Reception and Year 1, and the past mark has previously been 32. The results are shared with the parents alongside the end of year report.

From Year 2 upwards, children are assessed more formally through the use of 'Head Start' reading assessments and CGP. These are completed 3 times a year and assessment grid is then updated.

In Year 6, formal SAT's tests are given at the end of the year and these are completed alongside teacher judgements.

We observe children during independent activities to see their understanding of what has been taught and ask question to further deepen their understanding and thinking skills. Relevant, purposeful discussion and questioning as a whole class, or in groups or pairs, is wholeheartedly encouraged.

Assessment of Writing

The three- star challenge – which is used in all subjects and lessons - is a key assessment tool providing an immediate indication of a child's knowledge and understanding. It allows teachers to identify common misconceptions, strengths and next steps for individuals and the whole class.

Writing is assessed on an ongoing basis, not just through final products. Teachers continuously make judgments about a child's progress throughout the year. Throughout the year, teachers will refer to Key Performance Indicators (KPIs) to assess children's writing. These are KPIs grouped together into banks of statements for working towards the standard, working at the standard and working at greater depth. For a child to achieve a standard, they must be able to demonstrate evidence for all of the statements listed.

As Year 6 is working towards the end of Key Stage Two standards, the assessment in this year group will look a little different. They are assessed against the Teacher Assessment Framework and this will be used alongside moderation to create a final judgement of their writing attainment.

Assessment of Computing

Computing is assessed at the end of every unit, using the criteria provided from 'Switched on Computing' and the quiz provided in the final lesson. Where possible work should be saved in folders the children

have, this may include photographs, videos or screenshots. Examples of work from each unit is saved on the staff drive. This again may include screenshots, photographs, videos and documents created by the children. These examples should contain a range of attainment.
We observe children during independent activities to see their understanding of what has been taught and ask question to further deepen their understanding and thinking skills. Relevant, purposeful discussion and questioning as a whole class, or in groups or pairs, is wholeheartedly encouraged.

In Early Years children are assessed using the Development Matters descriptors for Understanding the World. Teachers use their knowledge gained about each child through observations, assessments and interactions to make their own judgements termly. Regular assessment occurs which informs planning and next steps. A profile assessment is completed at the end of the year to support a successful transition into KS1 and inform parents.

Assessment in Mathematics

EYFS

In Early Years children are assessed using the Development Matters descriptors for Number and Number Patterns. Teachers use their knowledge gained about each child through observations, assessments and interactions to make their own judgements termly. Daily assessment occurs which informs planning and next steps. A profile assessment is completed at the end of the year to support a successful transition into KS1 and inform parents.

Years 1 - 6

Alongside ongoing assessment of pupils in lessons and from marking books, we have a number of formal assessments in place for Mathematics.

Headstart assessments

Hot and cold assessments are completed at the beginning and end of Maths units in Years 1-6, using Headstart assessments These consist of a short, 15 question, test which assesses the children's understanding of key objectives for each unit. The scores are entered into the class Maths tracking spreadsheet where progress throughout the year is closely monitored by both the teacher and subject leader. Data from the tests is also analysed to see if there are any objectives that need revisiting in lessons or specific pupils that need additional support. Classes may also make use of White Rose Hub end of unit assessments.

White Rose Hub assessments

Teachers in Years 1-6 may also utilise White Rose Hub termly assessments. These consist of two test papers, one arithmetic and one reasoning. They assess skills the children will have learnt that term or in previous terms. The test scores are entered into a class tracking grid to allow teachers to analyse the data to look for any objectives that require revisiting in lessons.

SAT Tests

Pupils in years 2 and 6 will complete SAT tests in Mathematics. In Year 2 children complete two tests; one arithmetic (25 marks) and one reasoning (35 marks) paper. The test is untimed and pupils have as long as they need to complete the test. The test results are part of the evidence used by teachers to help inform their end of year assessment for each child.
In year 6 the children complete three SAT tests: one arithmetic (40 marks) and two (35 mark) reasoning papers. The tests in year 6 are timed.
The SAT test results are reported to parents alongside the end of year reports and are separate to teacher assessment

Multiplication Tables Check

Year 4 pupils will complete a statutory Multiplications Tables Check in June. This is a computerised test consisting of 25 questions of which each must be answered within 6 seconds.

Assessment of Science

We have a range of ways to find out what the children know. In Early Years children are assessed using the Development Matters descriptors for Understanding the World (The Natural World). Teachers use their knowledge gained about each child through observations, assessments and interactions to make their own judgements termly. Regular assessment occurs which informs planning and next steps. A profile assessment is completed at the end of the year to support a successful transition into KS1 and inform parents.

From Year 1, at the beginning of each topic a big question is asked which can be used to generate a cold task to identify and address any misconceptions. At the end of a topic we use hot tasks to enable both the teacher and the child to see the progress made. We observe children during independent activities to perceive their grasp of what has been taught and ask questions to further deepen their understanding and thinking skills. Relevant, purposeful discussion and questioning relating to the National Curriculum programmes of study will aid the teacher when updating the pupil progress tracker for Science.

Assessment of PSHE

In Early Years children are assessed as teachers use their knowledge gained about each child through observations, assessments and interactions to make their own judgements termly. Regular formative assessment occurs which informs planning and next steps. A profile assessment is completed at the end of the year to support a successful transition into KS1 and inform parents.

The school uses Jigsaw for PSHE teaching and assessment units are taken from this. At the end of each PSHE unit, there are self-assessment opportunities for pupils. These encourage learners to reflect on how well they are developing skills, knowledge and attitudes and can be completed individually, or as a result of dialogic partner work. They have been written in a way that should be accessible to most pupils independently, or with a little help in reading or writing responses, and should be easily achievable within the final lesson of the module. Pupils are encouraged to reflect on how well they are developing.

It should be emphasised to pupils that there are no “right and wrong” answers to these statements, and that the importance lies in how well they begin to know themselves as learners.

Teachers assume that most pupils have made expected progress throughout the unit and have developed knowledge, attitudes and skills as would be anticipated but through observation and ongoing teacher assessment they can identify any pupils who are not working at the expected standard and provide 1:1 or small group intervention as appropriate.

Some of these pupils may need additional support through intervention (for example through using Silver Set SEAL small group activities or ELSA work), additional support in lessons (e.g. Teaching Assistant support, peer support) or through more specific differentiated activities or modified learning outcomes. Over the year, it will be possible to track whether pupils have achieved expected in all modules, or need support in a specific area and support can be targeted accordingly.

Pupils who display that they achieved above and beyond their peers should be provided with further opportunities to develop these skills such as pupil leadership /coaching in lessons or by supporting in the leadership of whole school presentations, events and weeks such as: anti-bullying, healthy eating, economic projects.

In addition, monitoring by the subject leader through lesson observations, pupil book studies (talking with the pupils) draw and write activities, annotated photos, video clips etc. will help build a clear picture of provision and standards throughout the school for PSHE.

Assessment of RE

The three- star challenge - which is used in all subjects and lessons - is a key assessment tool providing an immediate indication of a child's knowledge and understanding. It allows teachers to identify common misconceptions, strengths and next steps for individuals and the whole class.

We have a range of ways to find out what the children know. In Early Years children are assessed using the Development Matters descriptors for Understanding the World (People, culture and communities). Teachers use their knowledge gained about each child through observations, assessments and interactions to make their own judgements termly. Regular assessment occurs which informs planning and next steps. A profile assessment is completed at the end of the year to support a successful transition into KS1 and inform parents.

From Year 1 onwards we know the children are making progress in Religion and Worldviews because we regularly revisit prior learning including the Focus 5 vocabulary. We observe and question children during whole class group and independent activities to check their understanding of concepts and skills. Questioning is used to further deepen their understanding and thinking skills.

Each unit of learning is structured around a set of key vocabulary known as the Focus Five. These words act as anchors for core knowledge and understanding within each topic. Teachers explicitly introduce and revisit the Focus Five throughout the unit, using them to reinforce key concepts and assess pupils' grasp of their meanings and application. Questioning is used strategically at the beginning and end of each lesson to activate prior knowledge, check understanding, and make links between lessons. This ongoing formative assessment enables teachers to identify misconceptions and ensure cumulative learning. Each unit concludes with an end-of-unit quiz that draws together the Focus Five and wider knowledge, providing a clear picture of pupils' retained understanding and progress over time.

Where appropriate an extended piece of writing is a tool that is used to assess the children's knowledge and understanding.

Monitoring in RE

Monitoring in science includes regular book looks, lesson observations and/or learning walks, providing opportunities for pupil voice and analysing data. We do this in order to ensure correct curriculum coverage, share good practice, encourage a high quality of teaching and learning as well as ascertaining children's attitudes to learning science. This information is then used to inform further curriculum developments and provision is adapted accordingly.

Assessment of Music

At the start of each Charanga unit taught, children are introduced to the key knowledge, skills and vocabulary from that unit using musical progression guides. A short baseline quiz at the start of each unit allows teachers to tailor any planning to ensure gaps or misconceptions are addressed throughout the unit.

At the end of a unit a digital recording of the children's performance will be created to see and hear the progress made. This is then added to class files. The final lesson of each MMC unit is an assessment checkpoint with an interactive quiz providing opportunity to gain a clear insight into progress made. During terms where first access instrumental tuition or class production replaces Charanga units, digital recordings

will be made at the end of each term to record progress. Assessment is tracked and monitored three times a year alongside opportunities for pupil voice.

In Early Years children are assessed using the Development Matters descriptors for Expressive Arts and Design. Teachers use their knowledge gained about each child through observations, assessments and interactions to make their own judgements termly. Regular assessment occurs which informs planning and next steps. A profile assessment is completed at the end of the year to support a successful transition into KS1 and inform parents.

Assessment of Art and Design

Art is unique compared to some of the other subjects; there is no linear path as creativity and individuality must be valued. Progress is reflected in the children's art books and assessed against the progression document for skills, knowledge and vocabulary.

These skills build up throughout a topic taught to a final piece which gives the children the opportunity to demonstrate these skills independently and this piece of work can then be used as a marker to see what progress has been made. Effective questioning from teachers allows children to consider and explain their processes, giving opportunity for key knowledge and vocabulary to be demonstrated, within their creativity. Teachers also observe the children to view their application of technique and their interpretation of a style of art.

In Early Years children are assessed using the Development Matters descriptors for Expressive Arts and Designs (creating with Materials and Being Imaginative and Expressive). Teachers use their knowledge gained about each child through observations, assessments and interactions to make their own judgements termly. Regular assessment occurs which informs planning and next steps. A profile assessment is completed at the end of the year to support a successful transition into KS1 and inform parents.

Assessment of DT

In DT, Kapow is followed to guide teachers through ensuring all elements of Design and Technology are to be taught. Teachers use effective questioning to assess the children's prior understanding when introducing a topic.

Observation of the children during the design process, questions about their choices in design and implementation and assessment of the final produced product allow the teachers to then use the assessment grid that has been supplied to decide where that child is currently working in DT. Children are also given an opportunity to reflect through self-assessment on their work, verbally or in a written format and this will also contribute towards the decision.

At the end of a unit, the children will also complete a quiz, to show an understanding of the vocabulary and processes involved.

In Early Years children are assessed using the Development Matters descriptors (creating with Materials and Being Imaginative and Expressive). Teachers use their knowledge gained about each child through observations, assessments and interactions to make their own judgements termly. Regular assessment occurs which informs planning and next steps. A profile assessment is completed at the end of the year to support a successful transition into KS1 and inform parents.

Assessment of Geography

The three- star challenge – which is used in all subjects and lessons - is a key assessment tool providing an immediate indication of a child's knowledge and understanding. It allows teachers to identify common misconceptions, strengths and next steps for individuals and the whole class.

We have a range of ways to find out what the children know. In Early Years children are assessed using the Development Matters descriptors for Understanding the World (The Natural World). Teachers use their knowledge gained about each child through observations, assessments and interactions to make their own judgements termly. Regular assessment occurs which informs planning and next steps. A profile assessment is completed at the end of the year to support a successful transition into KS1 and inform parents.

From Year 1 onwards we know the children are making progress in Geography because we regularly revisit prior learning including the Focus 5 vocabulary. We observe and question children during whole class group and independent activities to check their understanding of concepts and skills. Questioning is used to further deepen their understanding and thinking skills.

Each unit of learning is structured around a set of key vocabulary known as the Focus Five. These words act as anchors for core knowledge and understanding within each topic. Teachers explicitly introduce and revisit the Focus Five throughout the unit, using them to reinforce key concepts and assess pupils' grasp of their meanings and application. Questioning is used strategically at the beginning and end of each lesson to activate prior knowledge, check understanding, and make links between lessons. This ongoing formative assessment enables teachers to identify misconceptions and ensure cumulative learning. Each unit concludes with an end-of-unit quiz that draws together the Focus Five and wider knowledge, providing a clear picture of pupils' retained understanding and progress over time.

Where appropriate an extended piece of writing is a tool that is used to assess the children's knowledge and understanding.

Assessment of History

The three- star challenge – which is used in all subjects and lessons - is a key assessment tool providing an immediate indication of a child's knowledge and understanding. It allows teachers to identify common misconceptions, strengths and next steps for individuals and the whole class.

We have a range of ways to find out what the children know. In Early Years children are assessed using the Development Matters descriptors for Understanding the World (personal and family history, 'then and now' and exploring objects and images from the past). Teachers use their knowledge gained about each child through observations, assessments and interactions to make their own judgements termly. Regular assessment occurs which informs planning and next steps. A profile assessment is completed at the end of the year to support a successful transition into KS1 and inform parents.

From Year 1 onwards we know the children are making progress in history because we regularly revisit prior learning including the Focus 5 vocabulary. We observe and question children during whole class group and independent activities to check their understanding of concepts and skills. Questioning is used to further deepen their understanding and thinking skills.

Each unit is structures around 5 key words, known as our Focus Five. These act as hooks in which children can pin core knowledge, allowing them to make links with both prior learning and a range of periods throughout history. Teachers use the Focus Five throughout each topic, revisiting them consistently, allowing children to become familiar with each word and its meaning. This method is used to assess children's understanding of both the current topic, and of their awareness of similarity and difference and cause and consequence linked to other units they have studied previously. Teachers also have one or two key questions linked to their topics which, like the Focus Five, can be revisited in order to assess children's retention of key knowledge. Each unit concludes with an end-of-unit quiz that draws together the Focus Five and wider knowledge, providing a clear picture of pupils' retained understanding and progress over time.

Where appropriate an extended piece of writing is a tool that is used to assess the children's knowledge and understanding.

Assessment of PE

Assessment of PE is an ongoing process at AK. As each lesson progresses, the specialist PE coach (from iCan Sports) carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are carefully planned and adapted, from the REAL PE scheme, to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at AK is in accordance with the National Curriculum 2014 attainment target for each key stage.

Continuous assessment will:
1. Assist the child in the learning process.
2. Evaluate programmes of work by the PE coach.
3. Provide information for others – parents, teachers, support staff etc.
4. Meet the statutory requirement to report progress at the end of each year and to write a commentary about each child's attainment and achievement.

Most assessments are carried out within the lesson by observation, discussion, positive reinforcement, practising, revisiting and building on past experience. Planning of subsequent lessons is dependent upon the assessments that have been made during the lesson. In Early Years, children are assessed using the Development Matters descriptors for Physical Development (gross motor and fine motor skills). PE coaches use their knowledge gained about each child through observations, assessments and interactions to make their own judgements termly. Regular formative assessment occurs which informs planning and next steps. A profile assessment is completed at the end of the year to support a successful transition into KS1 and inform parents.

At KS2, in line with the national curriculum, pupils aim to improve their ability and stamina and to work co-operatively within a team. By the end of Key Stage 2, children are expected to be able to swim at least 25m.

PE coaches who deliver lessons from iCan Sports, within curriculum time, continually assess the children they work with against their learning. They also challenge all children to make progress, with summative assessments being completed at the end of each unit and a thorough PE report on children's progress compiled at the end of a school year.

Assessment of MFL (Modern Foreign Language) at AKPS this is French taught across KS2

The three- star challenge – which is used in all subjects and lessons - is a key assessment tool providing an immediate indication of a child's knowledge and understanding. It allows teachers to identify common misconceptions, strengths and next steps for individuals and the whole class.

At AKPS, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

In French, Language Angels supplies a summative assessment for the end of each unit from the end of Year 3, which covers Speaking, Listening, Reading and Writing. The data collected will be input three times a year on the Language Angels Progression tool. This is reported to the next teacher. Pupil's achievements in the subject are reported to parents on the end of year report.

Marking, feedback and assessment

We aim to provide feedback to children verbally and through marking so that they have specific advice about improvements to their work. Sometimes this is done by the adult and by the pupil (self-marking) and between pupils (peer marking) For more in depth respond and review marking, children are given time to read and review their work following marking- SIT- (success and improvement time) and are expected to respond in pupil pink pens. See our Marking Policy for more information. Children in the older year groups are encouraged to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher and independently.

Each National Curriculum objective should be taught on several occasions during the school year. This will enable teaching teams to evidence progress and this can be seen in the progression trackers for each subject on the Curriculum pages of our website www.akps.org.uk Assessment will be made against the National Curriculum objectives in Years 1 to 6 is recorded on Target Tracker. Children are assessed against the following descriptors from the National Curriculum and graded in our 'Shine Curriculum' and on our tracking system to correlate with this.

National Curriculum	**Emerging**		**Developing**	**Expected**		**Expected/Mastery**	
AKPS Shine Curriculum	**Below**	**Below plus**	**Just below expected**	**Expected**	**Expected plus**	**Just into Greater Depth/Mastery**	**Exceeding/ Mastery Secure**
AKPS Shine Curriculum Grading	**BARE**	**BARE+**	**ARE-**	**ARE**	**ARE+**	**GD-**	**GD**
	Pupils are emerging if they are not meeting the expectation for their year group and are only meeting a few of the assessment criteria.		Pupils are developing if they are secure in many of the assessment criteria but are not fully meeting the expectation for their year group.	Pupils are expected if they are working at age related expectations and are secure with most of the assessment criteria.			Pupils are exceeding / mastering if they are secure in almost all the assessment criteria and are able to demonstrate a wider and deeper understanding of concepts.

Use of Assessment Data with Parents and Carers

Family consultations- parent/carers evenings

Assessment data is regularly shared with parents and pupils. Family consultation evenings take place in the autumn (November) and spring terms (March) for children in EYFS through to Year 6. Parents and Carers are given information on where their pupils are at all meetings and their next step targets which they receive as a target card with personalised star challenges as targets to support the child to 'reach for the stars' and make further improvements. These targets are identified from ongoing assessments.
At the Spring term parents evening, a mid-year report is sent to parents indicating pupil's attainment and learning behaviours in core areas and providing targets and agreed next steps for the pupils to work on and achieve. At the end of the year in July, full annual reports are sent to parents and carers with attainment and effort for all curriculum areas of the 'Shine Curriculum' and parents can discuss these if required. Children in Years 1-6 contribute to these reports in a written format. Again, targets are added to this report for the pupils as they head into the next year to support transition.

Reports to parents

At the mid-year point families will receive a visual report which shows learning behaviours, progress and attainment in Reading, Writing and Maths. At the end of each year, families will receive a full report detailing progress and achievements across the whole 'Shine curriculum'. Parents and Carers are encouraged to provide feedback to the school through returning the feedback form which they receive with the report.

Inclusion

Ashton Keynes is an inclusive school and we work hard to meet the needs of all our children through providing a rich, diverse and holistic bespoke 'Shine Curriculum'. Subject leaders are responsible for ensuring they track and challenge progress in their subject areas across the school. The HT and senior leaders ensure a 'finger on the pulse 'approach to ensure all pupils are tracked across the curriculum and ensure that all needs are catered for so that all pupils can access and thrive with our 'Shine Curriculum' Class teachers are responsible and accountable for the progress and development of all pupils in their class including working with their teaching team to assure this should they have additional adults working within their classes. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom including additional adults, is deployed effectively. Where a child is not making the expected progress or has a barrier to their learning, this will be detected quickly, shared immediately and the class teacher and teaching team who will work alongside the SLT, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress linked closely with out termly pupil progress meetings. Where progress is not being made, we may use Individual Learning or behaviour support plans, where appropriate, which are reviewed with the child and parents termly. We also maintain a list of focus children who we monitor closely following any issues or concerns alerted by staff or parents. Our SEND and Disadvantaged leads track all pupils on their registers to ensure progress, inclusion and attendance so that they have every opportunity of success and access to the full curriculum. All children are encouraged to achieve their best and become confident individuals living fulfilling lives *"Enabling life in all its fullness"* **"I came that you may have life, life in all its fullness" (John10:10)**

The star challenge allows us to lift the lid on learning and for all learners to always be able to challenge themselves each lesson and therefore reach their full potential. See separate SEND policy for more information and Teaching and Learning Policy to show how the star challenge is used to include all.

This policy should be read in conjunction with:

- AKPS Marking and Feedback Policy
- AKPS Teaching and Learning Policy
- AKPS Shine Curriculum Policy
- AKPS SEND policy