



SPARKEN HILL
ACADEMY

Assessment Policy

Nursery to Year 6

How we check, record, track and report what pupils know and remember

2026-27

Document control

Item	Detail
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Statutory and DfE framework	Key stage 2 assessment and reporting arrangements (ARA) and KS2 teacher assessment guidance 2027; KS1 ARA (phonics screening check, optional KS1 tests); Reception baseline assessment ARA; Early years foundation stage profile handbook and the EYFS statutory framework; Multiplication tables check ARA (within the KS2 ARA) Reporting to parents at the end of key stages 1 and 2 (DfE guidance); SEND Code of Practice 0-25 (2015); The engagement model and pre-key stage standards UK GDPR and Data Protection Act 2018, as amended by the Data (Use and Access) Act 2025
Related documents	Teaching and Learning Policy; Curriculum policies; consolidated Long Term Plans (LTPs) and Medium Term Plans (MTPs); phase Knowledge and Assessment Grid workbooks; Reading and Writing Schemes of Work; SEND Policy; Pay Policy and Appraisal Policy; Privacy Notice (Parents, Carers and Pupils) 2026-27; Data Protection Policy; Records Management and Retention Policy

1. Rationale

Our Mission Statement is 'Excellence and Enjoyment in Education for Everyone.' In line with the ethos and philosophy of the school, our Assessment Policy is an essential document which is intended to assist teachers in their task of ensuring that a range of assessment strategies are carried out regularly and consistently for every pupil throughout the school. Secure and meaningful assessment of pupils' work, behaviour and attitudes enables the school to fulfil one of its central aims: to encourage every pupil to achieve her or his full potential throughout their time at Sparken Hill Academy.

At this point, it should be made clear that this document does not address the assessment of pupils' attitudes. The assessment of these important aspects of pupils' education is incorporated in the school's policies on *Behaviour* and *Personal, Social and Health Education*.

2. The Aims of Assessment

The central aim of assessment is to ensure that every child has the opportunity to learn effectively. Useful assessment enables teaching staff to plan for the future and therefore improve the quality of learning *and* teaching throughout school.

Teachers and support staff are assessing three different but inter-related aspects of learning:

- **Attainment:** pupils' attainment against age-related expectations (ARE), according to national criteria, tests and related data
- **Achievement:** pupils' attainment relative to their own abilities, capabilities and starting points
- **Progress:** a measurement of pupils' achievement and attainment based on their initial starting point

In our view individual and group progress is the most important of the three because it demonstrates how effectively that particular child has learned and developed over a period of time. Our curriculum is the progression model: a pupil is making good progress when they know more, remember more and can do more of the content set out in our consolidated LTPs and MTPs. Section 10 explains how this is measured in science and the foundation subjects.

There are three main types of assessment: formative, diagnostic and summative. Combined, these forms of assessment should contribute significantly towards *improving the quality of learning and teaching*.

Formative assessment (*How well am I doing...?*) is carried out:

- to indicate where a pupil is in her/his learning
- to assist the teacher in planning for the future development of each pupil
- to assist the teacher in planning for progress for each pupil

Diagnostic assessment helps teachers to:

- identify individual strengths and difficulties in order to provide appropriate support and challenge (at Sparken Hill Academy this form of assessment is generally used to identify a particular special educational need, and – through the daily learning-point record – to pinpoint the specific knowledge a pupil has not yet secured)

Summative assessment (*How well have I done...?*) enables teachers to:

- record pupils' overall attainment accurately in order to give information to the pupil, parents and carers, teaching staff and colleagues at other schools on transfer

Our assessment strategy aims to provide *all* pupils with the opportunity to demonstrate what they know, understand and can do. Assessment should also inform the future development of the curriculum with its clearly stated learning goals. Finally, assessment provides vital information about our pupils' experience and attainment, which will guide the direction of

future learning. Our approach to assessment is based on the fundamental principles of *Assessment for Learning* (AfL) and assessing pupil progress using a variety of tools.

In order to fulfil these aims we will:

- integrate assessment into our long, medium and short-term planning; every lesson in the consolidated LTPs and MTPs carries one clearly stated learning point (“what will be known and remembered by everyone”) that is assessed on the day it is taught
- share learning objectives for the lesson. The children will use this for each piece of work. Sharing the criteria for assessment and setting challenging targets for improvement ensure that pupil progress is promoted and expected
- use a variety of assessment styles and techniques, agreed by all staff
- use assessment to help us track each pupil’s progress throughout school so that we can plan effectively for her/his further development
- ensure that there is consistency of assessment practice and judgements throughout school
- give children opportunities to discuss their work, assess their own performance and set future targets
- use a whole-school marking system allowing opportunities for the children to respond
- keep evidence of our assessments in order to meet the requirements of external scrutiny
- undertake regular work analysis in order to monitor consistency of approach and evaluate teaching methods
- analyse assessment outcomes in order to contribute to the process of school target setting

3. Principles (new)

Assessment at Sparken Hill Academy follows five principles:

- **Purposeful** – every assessment must lead to action: adapting teaching, revisiting content, providing support or challenge, or informing parents. We do not collect data that will not be used.
- **Proportionate** – recording is designed to take minutes, not hours. The daily learning-point record is pre-filled so that teachers change only the exceptions (Section 10.4). In line with DfE workload guidance, there are no more than three whole-school data collection points per year for reading, writing and mathematics.
- **Curriculum-led** – we assess what has been taught: the learning points in our own curriculum, the National Curriculum and the EYFS framework, not generic “levels”.
- **Accurate and fair** – judgements are moderated (Section 12) and are made in the same way for every group of pupils, including disadvantaged pupils, pupils with SEND and pupils who speak English as an additional language.
- **Never produced for inspection** – Ofsted’s renewed inspection framework (from November 2025) looks at how well assessment is used to check understanding and shape teaching. We do not create data or documents in particular formats for inspection purposes.

4. Methods of Assessment

We use a range of strategies in assessing pupils, including:

- the school’s own Entry Profile (based on the current EYFS statutory framework), in conjunction with the statutory Reception Baseline Assessment (RBA)
- published materials such as Twinkl, ZPD scores in Accelerated Reader and reading assessments in FFT

- teachers' ongoing assessment (continuous teacher assessment, both formal and informal, through questioning, plenary discussions, marking etc.)
- White Rose Maths end-of-block and termly assessments (replacing Power Maths assessments from September 2026)
- Testbase
- B-Squared small-step assessment for some pupils with SEND, including pupils in the Enhanced Provision Unit (EPU) (Section 16)
- daily learning-point assessment in science and the foundation subjects, recorded in the phase assessment workbooks (Section 10)
- statutory national curriculum assessments (Section 6) and the optional end of KS1 tests in Year 2

5. Assessment Records

All teachers are required to formally track pupil progress in reading, writing, mathematics and SPaG using National Curriculum criteria, and this is stored electronically.

The Leadership Team tracks all pupils' attainment and progress (using all available data) and produces School Assess (Previously EAZMAG) tracking reports. School Assess (Previously EAZMAG) deadlines are the penultimate Thursday of each term.

Teaching staff use the School Assess (Previously EAZMAG) online tracking system, which indicates every pupil's attainment against ARE at key points in their school careers. The tracking document also allows teachers to regularly set targets for **every** pupil in school.

Science and the foundation subjects are recorded daily in the phase Knowledge and Assessment Grid workbooks (KS1, LKS2 and UKS2), which also produce the coordinator overview, statement analysis and Average Point Score (Section 10). PE is tracked on its own separate tracking sheet. Statutory assessment results, reports to parents and pupil information are held in Arbor, the school's management information system.

6. Statutory Assessment Calendar 2026-27 (new)

The Principal is responsible for ensuring that statutory assessments are administered in line with the Standards and Testing Agency (STA) assessment and reporting arrangements (ARA) for the year. Key requirements for 2026-27 are:

Assessment	Year group	When	What happens to the results
Reception Baseline Assessment (RBA)	Reception	Within the first six weeks of a pupil starting Reception	Used nationally as the starting point for school-level progress measures. No numerical scores are issued to schools or reported to parents.
Early years foundation stage profile (EYFSP)	Reception	Completed in the summer term; data submitted to the LA by the end of June 2027	Shared with parents in the end-of-year report and with the Year 1 teacher.
Phonics screening check	Year 1 (and Year 2 retake)	June 2027 check week	Reported to parents by the end of the summer term. Pupils who do not meet the standard retake the check in Year 2.
Optional KS1 tests	Year 2	Recommended during May 2027	Non-statutory since 2023-24. Used to inform teacher assessment; no requirement to report results to parents.

Assessment	Year group	When	What happens to the results
Multiplication tables check (MTC)	Year 4	Three-week window in June 2027	Each pupil's score is reported to parents in the end-of-year report.
KS2 tests (reading; grammar, punctuation and spelling; mathematics)	Year 6	Monday 10 to Thursday 13 May 2027	Scaled scores and whether the expected standard was met are reported to parents, with school, LA and national comparisons, in the end-of-year report.
KS2 teacher assessment (writing and science)	Year 6	Submitted through the NCA Portal by the ARA deadline in June 2027; writing subject to LA moderation	Reported to parents in the end-of-year report.

Pupils working below the standard of the tests: pupils who are working below the standard of the national curriculum tests and engaged in subject-specific study are assessed using the pre-key stage standards; pupils not yet engaged in subject-specific study are assessed using the engagement model. Access arrangements are applied for in line with the STA guidance.

Curriculum and Assessment Review: the government's response (November 2025) retains the current primary assessment model, including the phonics screening check, the MTC and the KS2 tests. It has committed to improving the KS2 writing assessment, reforming the grammar, punctuation and spelling test and introducing a revised National Curriculum from September 2028. The school will update this policy as the STA publishes changes.

7. Planning for Assessment

Apart from ongoing assessments, which each teacher undertakes on a daily, routine basis, there are key times during the year when more formal or statutory assessments take place:

- **Baseline** assessment takes place shortly after pupils are first admitted to school (the statutory RBA within six weeks of starting Reception)
- assessments that inform **pupil progress meetings** take place on a termly basis
- **national tests and checks** take place annually in May and June (Section 6)
- **end-of-unit assessments** are carried out towards the end of each study unit or as deemed appropriate by the class teacher. In science and the foundation subjects, lesson 6 of every half-termly unit is the Golden Thread and Assessment lesson (Section 10.2)

8. Assessment of English

Apart from the regular marking of books, key questioning and the ongoing assessments which are part of effective teaching, a range of other assessment strategies are used by teachers at Sparken Hill Academy. English is assessed against the school's Reading and Writing Schemes of Work (FS-Y6), which are cross-referenced to the DfE Reading Framework and Writing Framework, rather than through the daily learning-point workbooks.

8.1 Reading

Reading assessment includes:

- a key word checklist with target words for future progress
- a reading planner for each pupil
- pupil self-assessment strategies which can be completed in pairs

- AR assessments incorporating ZPD reading ages and comprehension
- phonics tracking using phonicstracker.com, alongside the assessments of the school's systematic synthetic phonics programme

8.2 Writing

When pupils begin to be able to write a short, connected story or account, we start to assess story writing. Each pupil's writing is assessed at three points during the year against National Curriculum assessment criteria. Pupils' work is assessed against given sets of key performance indicators. These indicators are shared with pupils prior to any given tasks or activities. At the end of KS2, writing is assessed against the statutory teacher assessment framework and is subject to local authority moderation.

8.3 Spelling

There are many strategies that teachers use in order to assess spelling, including:

- marking pupils' work for spelling errors (focusing on key words or target words)
- using spelling games
- spelling tests, as and when appropriate (preferably as assessment of recently learned words or rules)
- encouraging pupils to self-assess and self-correct using a variety of strategies (e.g. word families, mnemonics, over-articulation, spelling rules, words within words). When a child is secure on phonics, they start spelling strategies and assessments based on the Plan-it resources

8.4 Punctuation

The assessment of punctuation is based upon the criteria and key objectives set out in the National Curriculum for English.

When assessing punctuation, over-marking and over-correcting can cause confusion to the pupil. We therefore employ targeted marking of pupils' work: the teacher focuses on the aspect of punctuation which has been given or agreed as the learning intention for the particular task being marked.

9. Mathematics

Assessment in mathematics is generally carried out by continuous teacher assessment, based on the teacher's marking, questioning, discussion and observations. Teachers also use the White Rose Maths assessments and Testbase, to support teacher assessment in mathematics.

Similar tracking systems are used to record pupil attainment and progress in mathematics as with English. Times tables fluency is tracked from Year 2 in preparation for the statutory MTC in Year 4.

10. Science and the Foundation Subjects: Daily Learning-Point Assessment (new)

This section replaces the previous "Other Subjects" statement ("Teacher assessment and marking is used to track all other curriculum subjects based on ongoing teacher assessment strategies").

10.1 Purpose

Daily learning-point assessment answers one simple question for every pupil after every lesson: *has this pupil known and remembered what we intended them to learn today?*

Recorded consistently, the answers build into:

- detailed attainment and progress data for subject coordinators in every subject except English and mathematics;
- a picture of each pupil's relative strengths and weaknesses at learning-point level for class teachers;
- an Average Point Score (APS) for each pupil, which is used on a sliding scale in mid-year and end-of-year reports to parents.

10.2 Where the learning points come from

The learning points are not written separately for assessment; they are the curriculum. Each layer of planning uses exactly the same wording:

Planning layer	What it contains
Long Term Plan (LTP)	The topics and units for each half term across the two-year (odd and even) cycle.
Consolidated LTP	The "To know" statements for every unit, with National Curriculum references (RE: Nottingham City and Nottinghamshire Agreed Syllabus 2026-2031).
Medium Term Plan (MTP)	Six lessons per half-termly unit. Lessons 1-5 each carry exactly one "what will be known and remembered by everyone" statement – the learning point. Lesson 6 is the Golden Thread and Assessment lesson.
Knowledge and Assessment Grid workbook	One workbook per phase (KS1, LKS2, UKS2): pupils down the side, the same learning points across the top, a coordinator overview sheet and a statement analysis sheet.

Because the five statements in each unit are the unit's end-points and appear verbatim in all four layers, a judgement recorded in the workbook tells the coordinator exactly which piece of the curriculum has, or has not, been learned.

10.3 Subjects included

Included: science, history, geography, art and design, design and technology, computing, music, RE, PSHE and, in KS2, MFL.

Not included: English and mathematics (assessed through their own systems – Sections 8 and 9); PE (tracked on its own separate tracking sheet); the EYFS (assessed against the EYFS framework – Section 15). Pupils in the Nurture group, or not attached to a form class, are not recorded in the workbooks; their progress is tracked against their individual provision, using B-Squared where appropriate (Section 16). Pupils whose progress is tracked on B-Squared will generally be recorded as 1 on the daily record; B-Squared shows the small steps of progress they are making.

10.4 The daily routine

At the end of each lesson, or by the end of the same school day, the class teacher records a judgement for every pupil against that lesson's learning point using a three-point scale:

Score	Judgement	What it means
1	Not yet secure	The pupil cannot yet recall or explain the learning point without significant support. Misconceptions are picked up and the point is retaught or supported (see "Closing gaps" below).

Score	Judgement	What it means
2	Secure (pre-filled)	The pupil knows and remembers the learning point as intended for everyone. This is the expected outcome of a well-taught lesson.
3	Greater depth	The pupil can recall and explain the learning point independently and apply it, connect it to earlier learning or use it in a new context.

- **Change only the exceptions.** Every cell is pre-filled with 2. Teachers change a cell only where a pupil is not yet secure (1) or is working at greater depth (3). For most lessons this takes a few minutes.
- **Absence.** If a pupil was absent, the pre-filled 2 is replaced with **A**. Cells marked A are not counted in any calculation. If the pupil completes the work on their return, the A can and should be overwritten with a judgement; otherwise the pupil is picked up in the lesson 6 Golden Thread review.
- **Closing gaps.** Where a pupil does not achieve a 2 in a key learning point, the teacher judiciously picks up the misconception and reteaches or supports the pupil – for example in a starter, a short same-day or next-day intervention, or the lesson 6 review – so that they can achieve it. Once the pupil has secured the learning point, the 1 is overwritten with a 2. Teachers prioritise the learning points that later units build on rather than attempting to reteach everything.
- **Lesson 6 review.** In the Golden Thread and Assessment lesson, the teacher revisits all five learning points. Judgements may be moved up or down in the light of this review; the reviewed judgement is the one that stands.
- **Evidence.** Judgements are based on normal classroom evidence – questioning, retrieval quizzes, discussion, books and practical work. No additional written evidence is required to support a judgement.
- **Completion.** Each unit's columns must be complete by the end of the half term. Teaching assistants and cover teachers who teach a lesson share their observations with the class teacher, who enters the judgement.

10.5 How class teachers use the information

- to see, at a glance, which learning points each pupil has and has not secured, and so identify individual strengths and gaps across subjects;
- to plan retrieval practice and lesson starters around learning points that a pupil, group or the whole class has not yet secured;
- to target support and challenge in the following lessons, including for disadvantaged pupils and pupils with SEND;
- to contribute to termly pupil progress meetings and to parents' consultations.

10.6 How subject coordinators use the information

The coordinator overview and statement analysis sheets calculate, for every learning point, the percentage of pupils scoring 1, 2 and 3 – by class, by phase and by group (for example, disadvantaged, SEND, EAL, boys and girls). Coordinators use this to:

- identify learning points that are not being securely learned and review the sequencing, resources or teaching of that lesson in the MTP – as a guide, a learning point where fewer than 70% of pupils score 2 or above is reviewed, and fewer than 50% is a priority;
- compare attainment across classes and phases and target professional development;
- check whether gaps between groups of pupils are narrowing;
- triangulate the data with book looks, lesson visits and pupil voice during subject monitoring (“deep dives”);
- provide a half-termly summary to the Senior Leadership Team and contribute to the annual subject report to Trustees.

10.7 Average Point Score (APS)

A pupil's APS is the average of all the judgements recorded for that pupil over a chosen period (a half term, a term or the year), either for one subject or across all subjects:

$$\text{APS} = \frac{\text{total of all scores recorded}}{\text{number of scores recorded}} \text{ (cells marked A are excluded)}$$

The APS always falls between 1.00 and 3.00. A pupil who is secure in every learning point has an APS of 2.00; scores above 2.00 show learning beyond the expected outcome, and scores below 2.00 show gaps.

Worked example

Across the Autumn term, a Year 4 pupil has 60 learning-point judgements recorded: 6 at 1, 44 at 2 and 10 at 3.

$$\text{Total} = (6 \times 1) + (44 \times 2) + (10 \times 3) = 6 + 88 + 30 = 124$$

$$\text{APS} = 124 \div 60 = \mathbf{2.07} \text{ - Secure overall.}$$

In history the same pupil scored 2, 2, 3, 3, 2: $\text{APS} = 12 \div 5 = \mathbf{2.40}$ - Secure+ (a relative strength).

Comparing a pupil's APS from one period to the next shows whether they are keeping pace with an increasingly demanding curriculum: a stable or rising APS indicates good progress. Because each unit covers different content, APS is a measure of how much of our curriculum has been learned; it is not a nationally standardised score.

10.8 Using APS in reports to parents

In the mid-year report and the end-of-year report, each subject is shown on a five-point sliding scale, with a marker placed according to the pupil's APS for that subject over the reporting period. The scale uses the same language as our core-subject reporting:

APS	Report scale	Description for parents
1.00 - 1.49	Entering	Is beginning to learn the key knowledge in this subject and is receiving extra support to close gaps.
1.50 - 1.89	Developing	Knows and remembers much of the key knowledge, with some gaps we are working on.
1.90 - 2.19	Secure	Knows and remembers the key knowledge taught in this subject.
2.20 - 2.59	Secure+	Knows and remembers the key knowledge securely, and sometimes goes further.
2.60 - 3.00	Greater depth	Consistently shows a deep understanding and applies knowledge confidently.

- The bands above are **provisional** and will be calibrated by the Senior Leadership Team after the Autumn 2 data has been moderated, before the first mid-year reports are issued.
- A subject is shown on the scale only where at least five judgements (excluding A) have been recorded in the reporting period. Where a subject has not been taught in that period (for example, history and geography taught in alternate half terms), the report states that it will be reported later in the year.
- The sliding scale is always accompanied by the teacher's written comment, so that parents receive a rounded picture rather than a number. The APS figure itself is not printed on the report.
- Together with the core-subject judgements, this enables the school to meet its duty to report each pupil's progress in all subjects in the annual report.

10.9 Quality assurance and limits

- Learning-point judgements are moderated each half term in phase meetings, comparing a sample of pupils' work with the judgements recorded (Section 12).
- Coordinators and phase leaders check that workbooks are kept up to date; patterns that look implausible (for example, every pupil left at 2 for a whole unit) are discussed with the teacher.
- APS is an internal measure for improving teaching and informing parents. It is never used in isolation to judge a teacher's performance, and it is not presented as a national standard.

11. Ongoing Teacher Assessment

Continuous assessment by a pupil's teacher is the *most* powerful and valuable form of assessment and is frequently carried out by:

- effective questioning
- marking work effectively
- effective verbal responses to pupils' work
- encouraging pupils to pose their own questions
- encouraging self-assessment

Everyday assessment is promoted by:

- sharing learning intentions with pupils
- effective, learning-led feedback (verbal or written)
- enabling pupils to engage in self-assessment
- key questioning
- effective use of plenary sessions
- discussing pupil attainment and progress with the teaching assistant team and other colleagues
- effective marking based on the learning intention
- recording the day's learning-point judgements in science and the foundation subjects (Section 10)

12. Consistency of Assessment

Consistency of assessment is essential and is achieved by:

- using National Curriculum or Foundation Stage attainment criteria
- agreement on a common pattern, techniques and checklists for assessment
- staff monitoring meetings to ensure reliable, accurate assessment judgements are being made consistently across school
- a common marking policy
- half-termly moderation of learning-point judgements in phase meetings (Section 10.9)
- external moderation by the local authority of KS2 writing teacher assessment and the EYFSP, when the school is selected

13. Marking Policy Statement

We view our marking policy as an essential element of the school's overall assessment strategy.

13.1 Rationale

We mark to assure pupils that we value their work and in order to motivate them to progress further. We also mark pupils' work in order to assess each child's progress, identifying problems or misconceptions *and* indicating targets for further improvement. Our marking strategies are in line with the principles of AfL. Research indicates that sharing criteria for assessment with pupils and setting targets for improvement helps to ensure a greater degree of success.

These ideals remain a goal for each teacher, but teachers cannot be expected to carry out a detailed analysis of every piece of work a pupil produces. Common sense needs to prevail and the frequency of use of this technique must remain within the remit of the class teacher and her/his professional judgement. As an encouragement to independence and self-motivation, we *also encourage pupils to share in objectives and targets and to check their own work against given criteria*. Pupils are also encouraged to assess each other's work using methods based on the teachers' marking strategies.

Supply teachers and PPA cover are also required to mark all work delivered. This is denoted by [Supply] or [PPA] on the piece of work. Teachers mark in green and TAs in blue. We should remember that:

- the degree of maturity and ability of the child will affect the form and extent of marking
- we mark not only to correct error but to indicate and celebrate success *and* to indicate further improvement

14. Oral Responses to Pupils' Work

Teachers' oral responses to pupils' work (including pupils' answers to questions, suggestions in discussions etc.) represent a powerful form of marking. We need to feed back evaluative comments to our pupils on how they are tackling problems and tasks, not simply on whether their answers are 'right or wrong'. A crucial part of the teacher's role is to encourage 'fear-free' thinking, and to teach that getting things wrong or making mistakes is an essential part of learning. Positive, constructive comments by teachers can have a profound impact on pupils' confidence and willingness to persevere with tasks and re-assess their own thinking.

15. Assessment at the Foundation Stage

Assessment of our youngest pupils is based on criteria set out in the current Early Years Foundation Stage statutory framework and is carried out by the pupils' class teacher and/or the teaching assistant. Details of the range and methods of assessment can be found in the EYFSP handbook and other related guidance.

Assessment in the EYFS is mainly through the practitioner's knowledge of the child, gained through observation and interaction, and does not require excessive recording or evidence-gathering. Pupils in Reception complete the statutory RBA within six weeks of starting. At the end of Reception, the EYFSP records whether each child has met the expected level in each of the Early Learning Goals; this is shared with parents and with the Year 1 teacher and submitted to the local authority (Section 6).

16. Special Educational Needs Targets and Consultation on Special Needs

Targets are updated regularly, in consultation with parents during structured conversations. All issues relating to pupils with special educational needs are overseen by the SENCO and records are held centrally. Each child will have a copy of their own child-friendly targets.

- Assessment for pupils with SEND follows the graduated approach of the SEND Code of Practice – assess, plan, do, review – with progress reviewed at least termly.
- Pupils with SEND are recorded against the same learning points as their peers in the daily workbooks, with adaptations made to teaching rather than to the learning point. Pupils in the Nurture group, or not attached to a form class, are assessed against their individual targets instead.
- Some pupils with SEND, including pupils in the Enhanced Provision Unit (EPU), have their progress assessed and tracked using B-Squared, which breaks learning into small steps so that progress can be recognised and planned for. The SENCO decides, with the class teacher, which pupils are assessed in this way. These pupils will generally be recorded as 1 on the daily learning-point record (Section 10.3).
- Pupils working below the standard of the national curriculum tests are assessed using the pre-key stage standards or the engagement model, as appropriate (Section 6).
- Access arrangements for statutory assessments (for example, extra time, a reader or a scribe) reflect the pupil's normal way of working in class and are applied for in line with STA guidance.

17. Keeping Pupils' Assessed Work

In the Foundation Stage and KS1, the class teacher retains examples of assessed work by all pupils in their classes. In Key Stage 2, a group of pupils' work is kept by the class teacher. Our aim is not to gather a bulky, meaningless compendium, but to provide an ongoing and up-to-date example of the pupil's work and progress which can be shared in a meaningful way with all members of the partnership.

18. School Records

- Teachers keep their own records on pupil progress, special needs, abilities and talents or medical issues of significance. These records are essentially working documents and are confidential.
- The pupil records (see previous section) are kept centrally, although available to pupils, parents and staff as and when requested.
- Statutory assessment results, reports to parents and attendance records are held electronically in Arbor. The daily learning-point workbooks are held on the school's secure shared drive, with access limited to staff.

The following records are kept in the office in a lockable cabinet:

- entry and baseline records (Foundation Stage Profile data)
- records of optional tests and statutory assessments
- copies of reports to parents
- medical notes
- special needs records and master copies of structured conversations and agreed targets

"Tracking progress" documents and attendance records are available electronically. A whole-school Assessment Folder, containing data from FFT, the Inspection Data Summary Report (IDSR), statutory assessments, teacher assessment etc., is held in the Principal's office.

This information is used by teaching staff and Trustees in order to analyse how well pupils are learning and progressing and in order to develop and improve the school's provision. The information is also used to inform parents and carers of this aspect of the school's performance.

All assessment information is personal data. It is processed and retained in line with UK GDPR and the Data Protection Act 2018 (as amended by the Data (Use and Access) Act 2025), the

school's Privacy Notice (Parents, Carers and Pupils) and its Records Management and Retention Policy. Statutory assessment data is shared with the DfE and the local authority as required by law.

19. Reporting to Parents

Parents are always welcome at Sparken Hill Academy. We are rightly proud of our close liaison with parents and carers. Much reporting goes on in an informal way in parent-teacher discussions. When parents or carers wish to discuss an issue in depth, a more formal arrangement is made with the Principal or class teacher.

We hold two formal Parents and Carers Consultation Evenings each year, one in the Autumn term and one in the Spring term, and a more informal arrangement in July when the end-of-year report is issued. The first meeting concerns each pupil's general progress, both academic and pastoral, and also highlights any identified targets. We also share mid-year reviews with parents to ensure that parents are aware at any one time how well their child is performing and how they may help. The mid-year review includes the APS sliding scale for science and the foundation subjects (Section 10.8).

The end-of-year report meets the statutory requirements and includes:

- brief particulars of the pupil's progress in all subjects and activities, including the APS sliding scale for science and the foundation subjects, and the pupil's general progress;
- attendance for the year;
- the results of any statutory assessments taken that year: the EYFSP (Reception), the phonics screening check (Year 1 and any Year 2 retake), the MTC score (Year 4) and, in Year 6, KS2 test scaled scores, whether the expected standard was met, teacher assessment outcomes and school, local and national comparative information;
- arrangements for parents to discuss the report with the class teacher.

The annual report also highlights further targets for improvement and progress for all pupils in school. This partnership approach is a powerful strategy in demonstrating the school's commitment to working with parents and pupils.

Parents and carers are welcome, of course, to arrange a meeting with their child's class teacher or with the Principal at any time during the year.

20. Data Analysis and Target-Setting

Data for analysis and target setting is available from a number of sources:

- the school's own Foundation Stage entry or baseline assessment, and the statutory RBA
- Foundation Stage Profiles
- tracking data, including learning-point data and APS for science and the foundation subjects
- end of key stage data, phonics screening check and MTC results
- optional test data
- data on SEND, free school meals, disadvantage, gender, EAL and other contextual information held by the school
- benchmarking data, including the Inspection Data Summary Report (IDSR), FFT Aspire, DfE school performance data and Nottinghamshire County Council assessment dashboards
- teacher assessment data

The school uses all available data in setting whole-school KS2 targets, with staff working closely with Trustees throughout this process.

Pupils are encouraged to take part in setting their own personal targets, working with their class teacher and, when appropriate, with their parents/carers. Sharing objectives and targets with pupils can be a powerful motivator in enabling pupils to achieve their goals.

21. Responsibility for Assessment

Although all members of staff make an important contribution to assessment throughout school, direct responsibility for monitoring, reviewing and evaluating the systems and processes rests with the Assessment Coordinator, the Principal, the Vice Principal or any member of the leadership team, who reports to the Strategic Development Committee or to the full Board of Trustees (as appropriate) on different occasions through the year.

Role	Responsibilities
Principal	Statutory assessment arrangements and their accuracy; reporting outcomes to Trustees.
Senior Leadership Team	Pupil progress meetings; calibration of APS report bands; quality assurance of all assessment data.
SENCO	Graduated approach; engagement model and pre-key stage assessments; access arrangements.
Subject coordinators	Analysing learning-point data and APS for their subject; reviewing MTPs where learning points are not secured; half-termly summary to SLT; annual subject report.
Class teachers	Recording daily learning-point judgements by the end of the school day; using the information to plan; completing reports.
Board of Trustees	Approving this policy; holding leaders to account for pupils' outcomes, including those of disadvantaged pupils and pupils with SEND.

22. Monitoring and Review (new)

This policy is reviewed annually by the Principal and approved by the Board of Trustees. It will be reviewed sooner if the STA changes statutory assessment arrangements, including as a result of the Curriculum and Assessment Review and the introduction of the revised National Curriculum from September 2028.