

Approved by LGB	June 22
Review Date	June 24
Cycle	Biennial



Assessment Policy

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Test participation](#)
4. [Multiplication tables check \(MTC\)](#)
5. [Preparing test administrators](#)
6. [Maladministration](#)
7. [Receiving and storing test materials](#)
8. [Administering the tests](#)
9. [Administering the KS1 English reading tests](#)
10. [Administering the KS1 maths tests](#)
11. [Administering the optional KS1 English grammar, punctuation and spelling tests](#)
12. [Problems during the tests](#)
13. [After the tests](#)
14. [KS1 marking](#)
15. [External moderation](#)
16. [Results and reporting](#)
17. [Reporting to parents](#)
18. [Keeping and maintaining records](#)
19. [In school formative assessment](#)
20. [Monitoring and review](#)

Statement of intent

At Rushton CE First School, we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individuals' needs, so that support can be implemented.
- Involving all staff, pupils and parents in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets that are specific, measurable, achievable, realistic and time-bound (SMART).
- Acknowledging achievement.
- Working with other agencies as needed.
- Providing equal opportunities for all.

The process of assessment is central to helping pupils progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

We use assessments to inform whole-school objectives and training – we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The General Data Protection Regulation

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- DfE (2019) 'Primary school accountability in 2019: technical guide'
- DfE (2022) 'Primary accountability measures – update'
- DfE (2021) 'What academies, free schools and colleges should publish online'
- DfE (2021) 'What maintained schools must publish online'
- STA (2021) '2022 Key stage 1 assessment and reporting arrangements (ARA)'
- STA (2022) 'How to keep test materials secure'
- STA (2019) 'How to report maladministration at key stage 1 and key stage 2'

- STA (2022) 'Key stage 1: test administration guidance'
- STA (2019) 'Multiplication tables check: administration guidance'
- STA (2022) 'Phonics screening check: administration guidance'

This policy operates in conjunction with the following school policies:

- Equality Policy
- EYFS Assessment Policy
- Behaviour Policy
- Records Management Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board is responsible for:

- The overall implementation of this policy.
- Ensuring that this policy does not discriminate against pupils, in accordance with the school's Pupil Equality Policy.

The headteacher is responsible for:

- Ensuring that the requirements of the ARA are implemented in the school.
- Ensuring that teachers and other staff comply with the ARA.
- Ensuring that the deadlines in the ARA are met.
- Identifying which pupils will take the phonics check and the KS1 and KS2 tests.
- Considering whether any pupils will need braille versions of the phonics screening check.
- Considering whether any pupils will need modified versions of the phonics screening check and downloading them.
- Ensuring that the phonics screening check is administered once per pupil.
- Ensuring that pupils' responses to the phonics screening check are scored accurately and consistently.
- Ensuring that any pupils who do not meet the 'expected standard' in phonics continue to receive support.
- Following the annual statutory data collection requirements by submitting phonics screening check results to the LA for all eligible pupils, by the LA's deadline.
- Keeping all test materials secure and treating them as confidential.
- Ensuring that test administrators are appropriately trained.
- Ensuring pupils have the correct test materials and equipment.
- Ensuring access arrangements are used correctly.
- Ensuring the English reading and maths tests are administered during May.
- Ensuring that the specific content of test materials is not used to prepare pupils taking the tests in later sittings.
- Ensuring pupils' responses are marked accurately and consistently.
- Notifying the STA of any issues that may have affected the security, confidentiality or integrity of the tests.

- Ensuring that the results for English reading and mathematics are used to inform teacher assessment judgements and submitting data to the LA.
- Completing and submitting the phonics screening check and KS1 and KS2 headteacher's declaration form (HDF) by the specified deadlines.
- Explaining to all staff, participating pupils and their parents how the tests will be administered.
- Ensuring sufficient staff are available to administer the tests.
- Understanding what to expect from a monitoring visit.
- Ensuring the tests are administered according to the published guidance, including in relation to access arrangements.

Test administrators are responsible for:

- Adhering to the provisions outlined in this policy.
- Reading and understanding all the relevant guidance, including, but not limited to, those identified in the [legal framework](#) of this policy
- Reporting any maladministration incidents to the headteacher.
- Understanding what equipment is permitted in each test.
- Understanding what assistance is permitted in each test.
- Ensuring the security and safety of all test materials.

Pupils are responsible for:

- Completing the phonics screening check and KS1 and KS2 tests to the best of their ability.
- Submitting their own work and not cheating on the tests.
- Engaging fully in the assessment process and following assessment rules.
- Bringing the required equipment for each test.

3. Test participation

The headteacher's decision regarding test participation is final.

Phonics screening check

All pupils who will reach the age of 6 before the end of the school year will complete the check, including pupils who join the school just before or during the check window, unless they have no understanding of grapheme-phoneme correspondences.

Pupils who will reach the age of 7 before the end of the school year will be required to complete the check if they:

- Did not take it in Year 1.
- Took the check in Year 1 but did not meet the expected standard.
- Started school in Year 2.

Pupils' common transfer files (CTF) will include information about whether a pupil joining the school in Year 2 met the expected standard in Year 1. If this information is not included, the headteacher will contact the LA or log in to Get information about pupils via [DfE Sign-in](#) to search for the pupil using their unique pupil number.

Where there is any uncertainty about whether a pupil has completed the check in Year 1, they will take the check in Year 2.

If a pupil is absent during the check week, the school will administer the test upon their return, if it falls within the check window. Pupils that are absent during the full check window will be recorded as absent in the results data.

Where the headteacher decides that a pupil should not take the check, they will explain their reasoning to the pupil's parents, providing documentary evidence where appropriate.

Where pupils are unable to access the check, teachers will be aware of their progress in phonics so that they can plan the next steps in teaching.

If a pupil shows no understanding of grapheme-phoneme correspondences, they will not be required to complete the check.

If a pupil has limited fluency in English, the headteacher will decide whether they should take the check. Pupils who have recently moved to the UK and do not understand letters and sounds in English will not take the check.

The headteacher will consider whether it is appropriate for pupils who use British Sign Language, or another sign-supported communication to spell out individual letters but are not using phonics in the sense of linking letters and sounds, to take the check.

Pupils who are selectively mute will be unable to participate in the check if they do not give verbal responses in school.

Selectively mute pupils may be able to demonstrate their knowledge informally at home with a family member who can discuss the outcome with a teacher; however, to avoid a potential security risk, this arrangement will only take place after the check period ends.

The school will submit data for all pupils including those who do not take the check. Only those pupils who do not take the check will be marked as 'D'.

Pupils who have completed the KS1 programmes of study and are working at the overall standard of the tests will be required to complete the KS1 tests.

Pupils considered able to answer the easiest questions will be entered for the tests at KS1.

The headteacher will not enter pupils in the tests if:

- They have not completed the relevant KS1 programme of study.
- They are working at the pre-KS1 or being assessed using the engagement model.
- They are working at the standard of the KS1 tests but are unable to participate, even with suitable access arrangements.

The [pre-key stage standards](#) will be used to provide a statutory assessment for pupils engaged in subject-specific study and who are working below the standard of the tests.

Where the headteacher decides that a pupil should not take the tests, they will:

- Discuss the pupil's circumstances and needs with their parents and teachers.
- Consult, if appropriate, with the SENCO and other relevant individuals to consider access arrangements that may be appropriate for the pupil.

Pupils who cannot communicate in English will not take the English tests. These pupils will be assessed using the pre-key stage standards providing they are engaged in subject-specific study.

Teachers will work to translate the national curriculum for maths into the pupil's preferred language, and will consider which access arrangements can be used to enable the pupil to take the tests.

4. Multiplication tables check (MTC)

The headteacher will:

- Register eligible pupils to take the check.
- Allow pupils to access the 'try it out' area to familiarise themselves with the check format.
- Ensure that access arrangements are provided for any pupils who require them.
- Generate a school password and pupil identification numbers (PINs) on the days the check is administered.
- Ensure the check is administered to all eligible pupils.
- Complete the HDF to confirm the check was administered in line with relevant guidance.
- Record reasons if any pupil will not be taking the check.

Rooms will be prepared for the check, including:

- Removing or covering any displays or teaching materials that could assist pupils.
- Ensuring seating arrangements will allow all pupils to work quietly and independently.
- Ensuring pupils will not be distracted by other pupils or their digital devices.
- Ensuring pupils' digital devices are switched on, charged and in good working order before pupils are admitted to the room.
- Ensuring pupils do not have anything on them which may provide them with an advantage during the check, e.g. pens, paper, calculators, mobile phones or smart watches.
- Ensuring sufficient space is provided to accommodate access arrangements.

The appointed test administrators will ensure that pupils have the appropriate equipment needed to complete the check.

The headteacher will ensure that the test administrators are:

- Familiar with the MTC guidance.
- Familiar with the digital devices being used.
- Known to pupils.
- Able to provide feedback on the process.

Pupils in Year 4 will be entered into the check, unless the headteacher decides it would not be appropriate for the pupil to participate.

Pupils will not participate in the MTC if:

- They are absent during the entire three-week check period.
- They are unable to participate, even with suitable access arrangements.
- They are considered unable to answer the easiest questions or are working below the national curriculum expectations for Year 2 multiplication tables.
- They have arrived in school during the check window, with EAL, and there is not enough time to establish the standard at which they are working.
- They appear on the register in error.
- They have left the school before the check period.

The school will not request permission from the STA to use any access arrangements for the MTC; however, the support given will never advantage or disadvantage individual pupils and will be based on usual classroom practice.

In order to accurately tests the fluency of pupils' times tables, additional time will not be given to complete the MTC.

The following font and background combinations will be available:

- Yellow on black
- Black on blue
- Black on peach
- Blue on cream

The font size will be increased and decreased to suit a pupil's needs.

A 'Next' button between questions will be enabled if the standard three-second pause is insufficient.

The on-screen number pad will be removed to suit individual pupils' needs.

An input assistant will be used when a pupil is:

- Unable to enter their own answers.
- Able to input their answers, but is uncomfortable when doing so.
- Very slow at inputting their answers.
- Finding it difficult to input their answers.

Input assistants will enter answers as dictated by the pupil.

Input assistants will not be another pupil, a parent, guardian or relative.

Third-party screen readers will not be used; however, a question reader function will be enabled to suit pupils' needs. An audible time alert will be enabled for pupils with visual impairments.

Pupils will be unable to pause or stop the check once it has started; however, pupils will be permitted to restart the check if they were interrupted.

If test administrators experience any IT issues during the check, they will speak to their IT support team initially. If additional advice is needed, the national curriculum helpline will be contacted on 0300 303 3013 or assessments@education.gov.uk.

The MTC will be introduced as consistently as possible, and the process will be explained clearly before the check is administered.

5. Preparing test administrators

The headteacher will consider what staff resources are required to administer tests in school.

Test administrators will be suitably trained members of staff, e.g. the headteacher, teachers or Teaching Assistants.

If a test administrator is related to a pupil sitting the test, there will be at least one other test administrator present who is not related to the pupil.

Test administrators will be provided with:

- Section seven of the most up-to-date copy of the ARA KS1.
- Sample tests and past papers.
- Information about the tests that are being administered each day, as detailed in the test timetables.
- Access arrangements guidance and which pupils require them.
- Test administration instructions and test materials, including what equipment is required, the length of the test and what assistance is allowed.
- Notes for readers in the English grammar, punctuation and spelling test KS1.

6. Maladministration

Maladministration refers to any act that affects the security, confidentiality or integrity of the tests or could lead to results that do not reflect pupils' unaided work.

The school will ensure that test administrators, participating pupils and their parents are protected from maladministration by ensuring that they:

- Understand test administration processes.
- Know the date that each test should be administered by.
- Understand what assistance is allowed in tests.
- Know how any access arrangements will be used.
- Understand how timetable variations can be used.

The school will take steps to ensure that no act:

- Impacts the integrity, security or confidentiality of the national curriculum assessments.
- Could lead to results that do not reflect pupils' unaided work.

Reports of maladministration will be sent to the national curriculum assessments helpline by calling 0300 303 3013 or emailing assessments@education.gov.uk.

7. Receiving and storing test materials

The headteacher will be responsible for ensuring that test materials are received and stored securely.

The SBM will ensure that the address listed on GIAS is accurate, as the STA will send materials to that address.

The headteacher will be responsible for knowing when the school should expect to receive the materials for the tests that will be conducted.

The headteacher and one other member of staff, will check the school's delivery against the delivery note to ensure the correct number and type of test materials have been received.

If a delivery has not arrived, is incomplete, or if test packs are unsealed or damaged on arrival, the headteacher will contact the national curriculum assessments helpline.

Checking test deliveries

When a delivery arrives, the headteacher will check:

- That the school's details are correct, and that the delivery is for the school.
- The boxes for any damage.
- The number and type of test packs received against the delivery notes and annotate it accordingly.

After checks have been carried out, all boxes will be resealed and locked in a filing cabinet.

The headteacher will retain their annotated copy of the delivery note in case the school receives a monitoring visit.

Security

All test materials, including downloaded electronic versions, will be kept secure and confidential until the end of the test and check administration periods, including timetable variation periods.

The headteacher will delegate responsibility for overseeing the storage of test materials to the test administrator.

Teachers and test administrators will not discuss the content of the test papers with anyone, including on social media or elsewhere online.

The headteacher will ensure that all members of staff understand the sensitivity of the test and check materials.

The security of the test and check materials will be considered when the school is open to the public, e.g. a polling station or letting arrangement.

8. Administering the tests

Test administrators will ensure that the correct test packs are opened.

If additional test materials are required, the headteacher will download and print them from the PAG.

If additional modified tests are required, the headteacher will contact the national curriculum assessments helpline on 0300 303 3013 (selecting option 3).

English grammar, punctuation and spelling test materials, including mark schemes, are only available to download from the PAG.

The school will open test materials in accordance with the published date on the front sheet of each test pack.

Test packs can be opened up to one hour before the start of the test, without approval, if:

- A written translation is required for a maths test.
- A test paper needs to be adapted to meet the needs of individual pupils.

If test packs need to be opened more than one hour early, e.g. to make modifications, the headteacher will make an application for early opening on the PAG.

The headteacher and test administrators will agree their own timetable for the KS1 tests, taking into account any pupils requiring specific access arrangements.

The headteacher will decide whether pupils require a break during the test.

Test papers can be administered to the whole class, groups of pupils or individual pupils – the headteacher will decide.

Each subject has two papers that will be administered in order; however, they might not be administered on the same day.

Pupils will only be permitted to take each test once.

Pupils may use word processors or other technical or electronic aids insofar as the school can ensure the pupils is not given any advantage.

9. Administering the KS1 English reading test

This test will consist of:

- Paper one: combined reading prompt and answer booklet.
- Paper two: reading booklet and reading answer booklet.

Paper one: combined reading prompt and answer booklet

This paper will consist of a combined reading prompt and an answer booklet.

The test will take approximately 30 minutes, but it will not be strictly timed.

The paper includes a list of useful words and some practice questions to introduce pupils to concepts and question types. Test administrators will allow approximately 15 minutes before the test begins to go through the useful words and practice questions with pupils.

Pupils will be permitted to use monolingual English electronic spell checkers, provided they do not give definitions of words.

Pupils will be permitted to use highlighters. Pupils will not be permitted to use a dictionary.

The test will not be read to individuals or a group, except for the practice page and practice questions.

For pupils with hearing impairments, test administrators will ensure signing does not convey information that would give pupils an advantage.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

If pupils have questions about the content of the test, test administrators will not explain any words or phrases; however, explanations regarding words or expressions from the 'Useful words' list for paper one can be given before the start of each section of the test.

Paper two: reading booklet and reading answer booklet

Paper two will consist of a reading booklet and separate reading answer booklet.

All pupils will be given an unused reading booklet – reading booklets will not be reused.

Paper two will take approximately 40 minutes, but it will not be strictly timed.

Paper two will not contain any practice questions or lists of useful words.

Above each question in paper two there is a page number in brackets – this is the page in the reading prompt where pupils can find the information needed to answer the question.

Pupils will be permitted to use monolingual English electronic spell checkers, provided they do not give definitions of words.

Pupils will be permitted to use highlighters, if this is normal classroom practice.

Pupils will not be permitted to use a dictionary.

The test will not be read to individuals or a group, except for the practice page and practice questions.

For pupils with hearing impairments, test administrators will ensure signing does not convey information that would give pupils an advantage.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with visual impairments.

If pupils have questions about the content of the test, test administrators will not explain any words or phrases.

10. Administering the KS1 maths test

This test will consist of:

- Mathematics paper one: arithmetic.
- Mathematics paper two: reasoning.

Mathematics paper one: arithmetic

This test will take approximately 20 minutes, but it will not be strictly timed.

Pupils will not be allowed to use a calculator or number apparatus.

If a pupil requires it, test administrators will be permitted to read questions to them on a one-to-one basis; however, mathematical symbols will not be read out loud.

For pupils with hearing impairments, test administrators will be careful of signing numbers and mathematical signs.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

Mathematics paper two: reasoning

This test will take approximately 35 minutes, but it will not be strictly timed.

This paper will consist of two sections, including:

- An aural section, which starts with a practice followed by five aural questions.
- A written section, which will take approximately 30 minutes.
- A ruler (showing centimetres and millimetres).
- A mirror.

If it is normal classroom practice, pupils will be permitted to use:

- Bilingual dictionaries or electronic translators provided they only give word-for-word translations.
- Bilingual word lists.
- Monolingual English electronic spell checkers.

Pupils will not be permitted to use:

- Calculators.
- Tracing paper.
- Number apparatus.

Test administrators will be permitted to read questions to pupils on a one-to-one basis, if required. Test administrators will also be permitted to read text within questions in the written section if a pupil has difficulty reading them.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

For pupils with hearing impairments, test administrators will be careful of signing numbers and mathematical signs.

Paper two contains an optional aural script that test administrators will provide to pupils who need it to access this part of the test.

Test administrators will not explain any subject-specific terminology.

11. Administering the optional KS1 English grammar, punctuation and spelling test

This test will consist of:

- English grammar, punctuation and spelling paper one: spelling.
- English grammar, punctuation and spelling paper two: questions.

English grammar, punctuation and spelling paper one: spelling

This paper will include an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript will be included in the test pack.

This paper will take approximately 15 minutes to complete, but it will not be strictly timed.

Pupils will not be allowed dictionaries, electronic spell checkers, bilingual word lists or electronic translators.

Pupils will not be permitted to have any assistance in this paper.

Test administrators will be careful not to overemphasise spelling when reading out the words that pupils need to spell.

For pupils with hearing impairments, test administrators will be careful to ensure they do not convey information that could give pupils an unfair advantage – finger-spelling will not be used.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

English grammar, punctuation and spelling paper two: questions

This paper will take approximately 20 minutes, but it will not be strictly timed.

Pupils are not allowed dictionaries, electronic spell checkers, bilingual word lists or electronic translators.

Test administrators will not explain any subject-specific terminology.

Test administrators will not give alternative explanations, e.g. explain 'commands' and 'instructions' or name punctuation.

For pupils with hearing impairments, test administrators will be careful to ensure they do not convey information that could give pupils an unfair advantage – finger-spelling will not be used.

Test administrators will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

12. Problems during the tests

If there is a problem during any of the assessments, test administrators will prioritise the safety and wellbeing of pupils.

If the fire alarm goes off, test administrators will:

- Stop the test and note the time.
- Evacuate the room in accordance with the school's Fire Safety Policy.
- Supervise pupils at all times to ensure they do not talk about the test.
- Ensure all test papers are left in the room.
- Escort pupils back to the test room once it is safe.
- Allow pupils to complete the test with the correct remaining time.
- Report instances of pupils discussing the test to the national curriculum assessments helpline.

If a pupil feels unwell before the test starts, test administrators will arrange for them to take it later in the day or on a different day.

If a pupil becomes unwell during the test, test administrators will:

- Stop the test for the individual pupil and note the time.
- Offer a test break to the pupil.
- Allow the pupil to return to the test if they feel well enough after the test break.
- Calculate how much time the pupil has left to complete the test.
- Ensure the test is completed on the same day; however, if the pupil is too unwell and they haven't seen the questions later in the paper, they may complete it on another day.
- If the unwell pupil is disturbing others, stop the test and move the pupils to another room.
- Stop the test for all pupils in the room, if other pupils have been disturbed.
- Make a note of the time the test is stopped to ensure pupils receive an appropriate amount of time to complete the test.

If a test paper is spoiled by an unwell pupil, test administrators will:

- Provide them with a new one.
- Make a transcript by copying the answered from the spoiled test script onto the new one once the pupil has completed the test and is still under test conditions. If the test is unreadable, test administrators will ask the pupil for their answers at the end of the test and record them in a different colour on the new test paper.
- Not send spoiled test scripts for marking.
- Make a notification of the use of a transcript on the PAG.

If a pupil needs to leave the test room, test administrators will ensure that the pupil is accompanied.

The school will ensure that enough supervision is available should a test administrator need to leave the test room.

If a pupil is identified as cheating, test administrators will:

- Record the details, including the pupil's name, the name of the test and any specific question in which the pupil was advantaged by cheating.
- Make appropriate adjustments to the pupil's raw score when marking.

If a pupil is being disruptive, test administrators will:

- Stop the test, note the time and remove the pupil.
- Give other pupils a few moments to refocus once the pupil has been removed, and then continue the test with the correct amount of remaining time.
- Decide whether to continue the test with the pupil at a later time.

If pupils cannot take the test on the school's planned day, test administrators will administer the test on the pupil's return to the school up until the published deadline – permission from the STA is not required.

13. After the tests

KS1

Test administrators will ensure that test scripts are stored securely and are accessible for marking.

Downloaded and printed copies of mark schemes will be kept secure along with all other materials until the end of the test period.

In accordance with STA guidance, the school will not print any copies of mark schemes until after pupils have taken the tests.

The headteacher will check with the LA whether test materials can be recycled.

The headteacher will complete the KS1 HDF on the PAG to confirm that:

- Test materials were kept secure and treated as confidential during the test window.
- Tests were administered within the published test window.
- All staff involved in the administration confirmed the tests were administered according to statutory arrangements.
- Test papers were marked accurately according to the mark schemes.
- Any incident which may have affected the integrity, security or confidentiality of the tests was reported to the STA.
- The results of the English reading and maths tests were used to inform teacher assessment judgements.
- The teacher assessment frameworks for the correct academic year were used to reach pupils' teacher assessment judgements.
- The teacher assessment data submitted to the LA is an accurate assessment of pupils' attainment.

If the headteacher cannot complete the HDF, they will contact the national curriculum assessments helpline.

14. KS1 marking

KS1 tests will be marked by a staff member who is familiar with the pupil – the marker will not, however, be a relative of the pupil.

Test administrators will ensure that no changes are made to pupils' answers following the test.

Markers will be permitted to mark papers away from the school; however, appropriate security arrangements will be in place.

Markers will familiarise themselves with the mark schemes to ensure they are applied accurately and consistently.

If a pupil's response does not match the mark scheme, markers will use their professional judgement.

Markers will award marks for each question in the box provided on test papers.

The total mark for each paper will be calculated and carefully recorded on the front of the tests paper in the box provided.

The total score for each subject will be calculated by adding together the raw scores for each paper. This raw score will be converted into a scaled score using the published conversion tables.

Internal moderation will be utilised to ensure marking is accurate and consistent.

Appropriate security arrangements will be in place during the entire test administration window, including when transporting test materials for marking and moderation.

Compensatory marks will be awarded to pupils who cannot access the spelling paper due to a hearing impairment.

A pupil's performance may be affected by extremely distressing circumstances at the time of the tests. KS1 tests will be marked in accordance with the mark scheme; however, test outcomes will be considered in context when informing teacher assessment judgements.

The results from the KS1 tests will be used as a single piece of evidence, alongside other evidence teachers have gathered throughout the year, when making teacher assessment judgements.

15. External moderation

External moderation will be carried out to ascertain that the school's teacher assessment judgements for English writing are accurate and consistent with national standards.

The school will submit accurate and valid teacher assessment judgements via the PAG or the LA.

The school understands that charges may be incurred for external moderation – these will be agreed in advance with the chosen LA.

The school will give the LA a copy of their most recent external moderation visit record and the outcome. Funding for these activities will be paid directly to the geographical LA in the first year of conversion; subsequent payments will be made directly to the academy every four years.

16. Results and reporting

Phonic screening check results

Pupils' check scores will be reported to the school's LA by the specified deadlines.

By the end of the Summer term, the headteacher will report the following information to parents:

- Each pupil's phonics screening check score
- An outcome for pupils who have left the school, were absent, did not participate in the check, or if the results are affected by maladministration

Reporting TA at KS1

The headteacher will ensure KS1 teacher assessment data is reported to the LA by the published deadline.

Teacher assessment judgements in reading, writing, maths and science will be submitted for all pupils.

The school will use the codes detailed in the STA's '[Key stage 1: reporting teacher assessment data](#)'.

If a pupil changes school before the test period, the receiving school will administer the KS1 tests and submit the teacher assessment data.

If a pupil changes school during the test period, the receiving school will ensure they know which tests have already been administered to the pupil and administer the remaining tests. The school in which the pupil was registered at for the longest amount of time will submit teacher assessment data for the pupil.

If a pupil changes school after the test period, the school where the pupil was registered during the KS1 test period will submit the teacher assessment data.

.

17. Reporting to parents

The headteacher will send an annual report to pupils' parents and make arrangements for parents to discuss the report with their child's teacher if necessary.

The reports will start from the day after the last report was given and will be available to parents before the end of the Summer term.

The report will cover the pupil's achievements, general progress, attendance record, results from national curriculum tests and outcomes of teacher assessments.

18. Keeping and maintaining records

The school will ensure that the collation, retention, storage and security of all personal information complies with data protection legislation.

Educational records will be maintained and disclosed to parents at their request; these records include information about current and former pupils.

The school will also keep curricular records on every pupil, keeping a formal record of all academic achievements, skills, abilities and the progress they make at school – these will be updated once a year.

When transferring records to a pupil's new school, the headteacher will ensure the statutory requirements for the transfer are fulfilled.

The school's Records Management Policy and Data Protection Policy will be followed at all times.

19. In-school Formative Assessment

At Rushton CE First School we also use in-school formative assessment Day to day in-school formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development.

It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress.

Formative assessment enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Confident and appropriate use of in-school formative assessment provides the headteacher with assurance that each child's attainment and progress is understood by teaching staff and that teaching is appropriate and responsive to the needs of all children.

In-school examples:

- observations
- asking probing, open ended questions
- marking of pupils' work
- regular short re-cap quizzes
 - scanning work for pupil attainment and development
- discussions with children
- pupil self-assessment
- sharing success criteria
- peer marking

20. Monitoring and review

This policy will be reviewed annually by the headteacher.

Any changes to this policy will be communicated to all members of staff.