Assessment, Ownership & Accountability Policy

Staff Responsible:	**Mrs A Sheridan**
Date of Issue:	September 2026
Review Date:	September 2027

Our Rationale

At Ribbon Academy we believe that effective assessment provides key information to inform and adapt teaching and learning to meet the needs of students. This means assessment should cover the following areas:

- Explicit in expectation
- Support teaching and learning
- Raise expectations
- Timely to best inform
- Responded to

We recognise learning to be a change in long term memory, which supports our ability to differentiate between performance and learning. Additionally, we know that learning is not a linear process and children **will not** progress in an 'evenly patterned' way. The reality is that each child will be different and have his/her own strengths and weaknesses. There will be several factors that affect the development of skills and knowledge and these include:

- Attention for learning
- Motivation to learn
- Prior knowledge, skills and experiences
- Time allocated to retrieving relevant knowledge and skills, after extended periods of time
- 'Gaps in learning' and the extent to which individual children are secure in skills/ knowledge from previous learning
- Focus and time given to particular knowledge and skills

Our Aims

- To ensure children progress, knowing their achievements and what they need to do next
- To track pupils for ongoing attainment and progress
- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children
- To have a consistent approach that measures school progress against national standards
- To enable our children to demonstrate what they know, understand, remember and can do in their work;
- To help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning;
- To provide the Headteacher and Trustees with information that allows them to make judgements about the effectiveness of the school.

Assessment in EYFS

Throughout Nursery and Reception children's knowledge, understanding, skills and achievements are carefully monitored using the developmental ranges set out in the document 'Development Matters' and outlined in 'Birth to 5 Matters'. Our assessment relies on practitioners having a sound understanding of key children. Practitioners gather and share information from a range of sources; observations of the children in play, in adult led activities, through discussions with parents and carers and through interactions with the children.

Within the first six weeks of the autumn term, children in Reception complete the statutory baseline assessment. The purpose of the Reception Baseline Assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

Following baseline assessments, progress is carefully monitored, to ensure planning and provision reflects the needs of the children, and where necessary, intervention can be implemented. Children's knowledge, skills and understanding are carefully monitored throughout the foundation stage as children work towards the Early Learning Goals at the end of reception.

At the end of the EYFS, children are assessed against the Early Learning Goals, and their attainment is measured to determine whether they have achieved Good Level of Development (GLD). GLD is achieved if children meet the expected level of development for the prime areas (Communication and Language, Physical Development and Personal, Social and Emotional Development) as well as Literacy and Mathematics.

Assessment in Core Subject

Referenced throughout:
Performance and Tracking (PAT) Indicator

B Beginning	E Embedding	S Secure	H Higher
Beginning to develop current year group expectations	Embedding current year group expectations	Securely demonstrates current year group expectations	Deeper understanding of current year group expectations
Children who are in the early stages and just starting to develop their understanding. At this stage, they need adult support and guidance and may struggle to apply learning independently.	Understanding is embedding and skills and techniques are becoming more independent. They still need guidance and plenty of practice but are gaining confidence and control.	Children who are able to apply the year group expectations with confidence and some control.	This descriptor is for those children who have secured and mastered the year group expectations and are working at a deeper level. They demonstrate this consistently across different contexts.

Maths
Assessing children's performance and learning in maths is on-going. Through a carefully planned and sequential curriculum, children will be given the opportunity to learn, practise, retrieve and apply key skills and knowledge. Teachers will be required to make a performance judgement of each child at the end of each topic, which will be recorded on the TfM (Teaching for Mastery) Assessment Grid. Each child will receive a PAT assessment (BESH), identifying their level of performance in the covered criteria.

At Ribbon, we understand learning to be a change in long-term memory. In order to make an honest judgement in learning, summative math assessments will be conducted from Year 3>6 in January and Year 2>6 in June, informing teachers of the retention, and application of skills/knowledge of every child. Alongside the below criteria, this will inform their overall 'learning' PAT judgement (BESH), which will be inputted into Arbor for effective analysis and will be communicated with parents through parent consultations (February/ March) and a written report (June/July).

Where do teacher judgements come from in maths?

- ✓ Testbase Summative Assessment Test (Year 2/3 > 6 only)
- ✓ TT Rockstars speed and accuracy (Year 3 > 6 only)
- ✓ Performance in maths, evidenced in books and journals
- ✓ Teacher assessment
- ✓ Performance in mathematics topic (recorded on TfM Maths Assessment Grid, whilst using Gateshead GAP sheet descriptors as a supportive guide to teacher judgement)
- ✓ Application of maths throughout the wider curriculum.

Reading

Assessing children's performance and learning in Reading is on-going. Through a carefully planned and sequential curriculum, children will be given the opportunity to learn, practise, retrieve and apply key skills and knowledge. Teachers will be required to make a performance judgement using the Gateshead GAP sheet descriptors to support.

At Ribbon, we understand learning to be a change in long-term memory. In order to make an honest judgement in learning, summative reading assessments will be conducted from Year 3>6 in January and Year 2>6 in June, informing teachers of the retention, and application of skills/knowledge of every child. Alongside the below criteria, this will inform their overall 'learning' PAT judgement (BESH), which will be inputted into Arbor for effective analysis and will be communicated with parents through parent consultations (February) and a written report (June/July).

In addition, children's reading speeds are assessed and tracked termly. Class teachers use provided texts to test children's speeds and fluency rubrix to assess fluency. This is then recorded on the Reading Fluency Assessment Tracker and used for interventions.

Where do teacher judgements come from in reading?

- ✓ Testbase Summative Assessment Test (Year 2/3 > 6 only)
- ✓ Accelerated Reader (Year 3 > 6 only)
- ✓ Reading Plus (Year 3 > 6 only)
- ✓ Performance in reading, evidenced in books across the curriculum
- ✓ Listening and questioning children when reading
- ✓ Success and consistent performance informs the GAP sheet

Writing and GPS

Assessing children's performance and learning in Writing is on-going. Through a carefully planned and sequential curriculum, children will be given the opportunity to learn, practise, retrieve and apply key skills and knowledge. Teachers will be required to make a performance judgement using the Gateshead GAP sheet descriptors for writing for each child.

At Ribbon, we understand learning to be a change in long-term memory. In order to make an honest judgement in learning, summative GPS assessments will be conducted from Year 3>6 in January and June, informing teachers of the retention, and application of skills/knowledge of every child. However, from Year 1>6 in October to June, independent writing (with a blend of both fiction and non-fiction) will be used for writing assessment purposes. Work will be uploaded to Air Ed (Writing Assessment Assistant) and teachers will confirm judgements against the relevant GAP statements. This will be completed after each piece of independent writing to monitor the progress made and to support the allocation of targets.

Alongside the below criteria, this will inform their overall 'learning' PAT judgement (BESH), which will be inputted into SIMS for effective analysis and will be communicated with parents through parent consultations (October and March) and a written report (June/July).

Where do teacher judgements come from in writing?

- ✓ Testbase Summative Assessment Test (for GPS only) (Year 3 > 6 only)
- ✓ Independent writing
- ✓ Gateshead GAP sheet
- ✓ Performance in writing, evidenced in books across the curriculum
- ✓ Performance in GPS, evidenced in books across the curriculum (Year 2 > 6 only)
- ✓ Performance in spelling lessons (Year 3 > 6 only)
- ✓ Teacher assessment
- ✓ Spelling quizzes

Assessment in the Wider Curriculum

Assessing children's performance and learning in the wider curriculum is on-going. Through a carefully planned and sequential curriculum, children will be given the opportunity to learn, practise, retrieve and apply key skills and knowledge. Teachers will be required to make a performance judgement of each child at the end of each topic, which will be recorded on the relevant working plan of that subject area, identifying children who are working below ARE. For these children, a brief descriptive assessment is outlined to inform key personnel to support children with their ongoing progress.

At Ribbon, we understand learning to be a change in long-term memory. To make accurate judgements about pupils' learning and retention, summative assessment hexagon tasks are conducted half-termly from Years 2 to 6.

Hexagon tasks are designed to represent the key themes, concepts and vocabulary from a taught topic. Pupils are given the opportunity to demonstrate their understanding and retention of learning by making connections between the hexagons and explaining their reasoning.

This open-ended assessment enables pupils to showcase what they have retained from the topic while allowing teachers to assess the breadth and depth of their understanding. Teachers can evaluate pupils' ability to identify and explain connections, apply subject-specific vocabulary and demonstrate their understanding of key concepts through the quality of their explanations.

Hexagon tasks are created by the class teacher and draw upon the knowledge, skills and vocabulary taught throughout the unit. The assessment is completed at the end of the topic and contributes to an overall judgement of pupils' progress within the wider curriculum.

Where do teacher judgements come from in the wider curriculum?

- ✓ Performance evidenced in books across the curriculum
- ✓ Retrieval practice performance in class
- ✓ Hexagon task performance (Year 2 > 6 only)
- ✓ Discussions in class
- ✓ Teacher assessment

Assessment of SEND

Pupils working below age-related expectations are assessed in line with other pupils, using the end of year expectations and Gateshead Assessment tracking grids, at a level appropriate to their stage of development by the class teacher.

In core subjects, pupils working significantly below ARE are assessed using pre-key stage assessment criteria (specialist SEND assessment), which identifies and demonstrates progress (as well as setting

targets) in smaller, more manageable steps for those learners.

As well as these assessments, the progress of children working significantly below ARE is monitored in a number of ways so that the intervention can be accurately matched to their needs so that barriers to learning are overcome. These include a variety of approaches:

- Reviewing of Learning Plan targets twice in an academic year, minimally;
- Discussion at review meetings with specialist agencies;
- Ongoing teacher assessment;
- Record Sheets for specific Intervention Programmes.

All of the above is to be completed by the class teacher in conjunction with support assistants and the Assistant Headteacher for Inclusion/SEND.

Responding to Need

At Ribbon Academy, we value the importance of responding to the needs of all children in order to support their ongoing progress and attainment. We do this in three main waves; Wave 1, Wave 2 and Wave 3.

- **Wave 1** – In class support through Quality First Teaching (QFT).
- **Wave 2** – Same day/ Next day pre and post teach sessions to quickly respond to assessment of learning with the aim to plug gaps, consolidate and/or develop confidence prior to the next step in learning.
- **Wave 3** – Targeted intervention to support the specific needs of individual children.

Assessment File

In order to collate all relevant documentation, supportive guidance and information on children, each class teacher is required to manage the Writing Assessment File for their class cohort
The assessment file is to include:

1. Policies – Assessment Policy and Marking & Feedback Policy
2. Pupil Progress Meeting Documentation (inc. Data Analysis)
3. PAT Descriptor (BESH) & Arbor Guide
4. Reading Fluency Assessments – Autumn
5. Reading Fluency Assessments – Spring
6. Reading Fluency Assessments - Summer
7. Maths GAP Sheets
8. Times Table Assessment Progress (Y4-6 only)

On completion of the academic year, the assessment file will be used to communicate effectively during transition meetings from current class teacher to new class teacher. This will ensure all relevant information is present, shared and is supportive to discussions.

Moderation

Moderation is an essential part of the assessment system. Teachers are involved in moderation to ensure agreement of the criteria, standards and consistency.
This is done with:

- year group partners
- colleagues
- mentors
- members of SLT
- common marking policy
- work scrutiny
- other schools

- local authority
- exemplification materials

Each pupil is assessed in Reading, Writing and Maths throughout the year. At each assessment point, achievement is assessed against all the relevant criteria and recorded onto an electronic tracker (SIMS). Each pupil is assessed to be working at a letter B,E,S or H (see above) in relation to Age Related Expectations. Children who are working below their Key Stage are assessed using the Pre Key Stage statements (from the DFE).

Data is then used to analyse progress. Pupil progress meetings are held by senior leaders linked to performance management targets and accountability. Data is used to support teachers in identifying groups and individuals who may require further intervention and those who are making accelerated progress and implications for planning.

This data analysis informs the SDP and SEF documentation and drives forward staff training.

Reporting to Parents

Parents/Carers are welcome into school as the learning partners of their children and link between home and school. Informal exchanges between parents and teachers are regular and parents are encouraged to make formal appointments for more extensive discussion.

Each term we offer parents the opportunity to meet their child's teacher. In the Autumn term, we discuss year group expectations and where children are achieving in relation to these and set targets. Parents are provided a brief report card. In the Spring term, we evaluate their child's progress as measured against the targets and set new targets, which is provided to parents on a brief report card. During the summer term we give all parents a written report of their child's progress, achievements and learning attributes during the year and where they are performing in relation to Age Related Expectations. In this report we also identify target areas for the next school year. We include a space for parental feedback.

In reports for pupils in Reception, Year 1, 4 and 6 we also provide details of teacher assessments and the levels achieved in the corresponding national tests.

- Reception GLD
- Year 1 Phonics Screening Check
- Year 4 Multiplication Check
- End of KS2 SATs

In order to ensure information shared with parents is reliable and effective we will:

- Ensure meaningful tracking of pupils towards age related expectations in the curriculum, including regular feedback to parents.
- Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment and is consistent.
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Ensuring data is reliable and free from bias in line with the Equality Act 2010

Monitoring and Evaluation

Procedures are monitored annually in order that they remain meaningful and manageable. Learning Enquiries will also evidence the effectiveness of the policy and identify any future CPD

needs on developments in assessment practice. Policies may change in light of any new initiatives.