

# Waterloo Primary School



## Assessment Policy

Signed: \_\_\_\_\_ (Governor)

Date: \_\_\_\_\_

### 1. Aims

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated
- Recognise the strengths and talents of pupils, and to identify and support their areas for development. Assessment is used to monitor progress and therefore informs future planning for groups of children or individuals. Assessments are used to inform teachers, parents, governors, the Local Authority and other relevant bodies about the progress that children make.

## 2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

## 3. Principles of assessment

Teachers continually assess pupils' performance through their observation of children on tasks set and through the work they produce.

Assessment for Learning is used throughout school via the Target Tracker assessment tool and termly pupil mentoring through which each pupil is base lined and regularly assessed on their progress with the objectives for their year group. The school has also mapped the DfE 'Activity Passport' across the school curriculum so that pupils have experience of these opportunities.

On-going use of the Target Tracker tool (B-Squared assessment tracking tool for pupils working in the ASD Bases provision) and termly assessments are used to produce individual pupil gap analyses which inform the teacher's planning for the class and for groups within the class and target setting and interventions for individual pupils.

Marking of pupils' work is done in accordance with the school's 'Marking and Feedback' policy and highlights what a pupil has done well and indicates how a pupil can improve a piece of work. This process encourages self and peer assessment, where pupils are able, which are believed to be fundamental elements in the assessment process. Verbal feedback is used where most appropriate to ensure swift action from pupils and the reduction of unnecessary workload.

The school and staff within it liaise and engage with network schools and the Local Authority to ensure best practice and accuracy of teacher assessment for all pupils.

## 4. Assessment approaches

At Waterloo Primary we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, inschool

### 4.1 Assessment for Learning

#### Formal Assessment

a). **Diagnostic:** this identifies particular learning difficulties and strengths and informs target setting for those pupils who require learning support.

b). **Formative:** For Reception Year pupils, there will be a baseline assessment in Autumn 1 and for other year groups the NFER assessment suite, L'Explore and Phonics screening will be used on a termly basis. Completion of Foundation Stage Profile is on-going throughout the year based on observations and evidence based assessments across the range of areas covered.

c). **Summative:** this measures performance at the end of the year through Nationalised Standard Assessment Tasks and Tests in English and mathematics for Year 1 in phonics, Year 4 in multiplication and Year 6.

Pupils will also complete subject specific quizzes/assessments for the wider curriculum subjects at the beginning (retrieval from previous objectives covered) and end of each unit of work.

#### 4.2 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

#### 4.3 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

#### 4.4 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Year 4 Multiplication Check
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

## 5. Collecting and using data

Individual progress with objectives is tracked in order to inform future planning and teaching.

Data obtained through formative and summative assessments is recorded in the school tracking systems Target Tracker or B-Squared.

Staff are also required to submit standardised data from NFER termly. Where a child arrives in-year they will be baselined using the most recent assessment test for their age.

L'Explore is used to assess the reading of individuals from Y1 upwards on a termly basis.

PUMA - Reception - Summer term

Phonics tests - Termly for anybody who is still not secure Phase 5

Test results are stored in NFER Hub (Reading, maths & SPAG), L'Explore (Reading), B-Squared/Target Tracker (individual objectives) & Excel spreadsheet (phonics screening).

All pupils are assessed against the individual subject objectives throughout the year. For those children assessed using Target Tracker, at the end of the year a final assessment band against the expectations for their year group will be given: b(beginning), b+ (beginning +), w (working within), w+ (working within +), s (secure), s+ (secure +). Pupils working at w+ and s are considered to be in line with national expectations. For pupils being tracked using B-Squared (where finer grading of progress is required because of Special Education Needs (SEN)), pupils will be given a percentage score for each objective in each subject to show how much of each individual objective they have achieved. For Foundation Stage pupils, summative assessment is in the form of a completed Foundation Stage Profile for each pupil.

5.1 All pupil progress is tracked through: work in books and folders and the on-going use of the tracker (Target Tracker, B-Squared, EYFS Profile document).

5.2 All work will be dated and marked and individual targets will be updated as targets are achieved. Target Tracker/B-Squared is kept as a working document which is updated regularly by staff through discussion with pupils, teaching assistants and parents. Individual targets are shared with parents and a formal written report is provided for parents at the end of the summer term. There is an opportunity for parents to discuss this and provide written feedback.

In Foundation Stage, English and mathematics skills are assessed and recorded through the Foundation Stage Profile which is linked up to Target Tracker.

## **6. Reporting to parents**

Parents are given pupil individual targets for reading, writing, mathematics, & science based on the gap analysis sheets that can be produced for each child from the assessment packages used at two intervals in the year through virtual/face to face meeting. An annual report outlining the achievements of their children in all aspects of the curriculum is also provided.

Reports, whether verbal or written, advise parents of: achievements, strengths and areas for development, general comments, attendance (unauthorised absence) and any formal assessment results.

## **7. Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Pupils experiencing difficulty in accessing the curriculum appropriate for their year group receive additional support from Teaching Assistants as directed by class teachers and the SENCo. A wealth of kinaesthetic resources and programmes are used to enhance delivery and pre-teach sessions are also used to support pupils (where appropriate/needed) accessing the learning in their class-based lessons. Depending on needs and targets identified, some pupils may also receive 1:1 support sessions to consolidate basic skills or address gaps in learning.

## **SEN and Assessment**

Children in mainstream working out of year will progress through their Early Years Foundation Stage Profile objectives before moving onto the Teacher Assessment Framework Statements. Each child will be looked at individually and advice given by the SENCo.

Children on the autism spectrum may have impaired communication and social skills, a lack of empathy, over or under sensitivity to sensory stimuli and damaged self-esteem. For a variety of reasons children with autism are likely to experience high levels of anxiety. Challenging behaviour may be a reaction to these difficulties and an attempt for the individual to control a situation, regulate their emotions and/or communicate fear, distress or frustration. Children with autism can behave in ways that hinder their

access to opportunities, restrict their social inclusion and adversely affect their quality of life. This must be considered when undertaking assessment of children on the autistic spectrum.

### AFL

AfL strategies may present potential challenges for ASD pupils who often struggle with social interaction and self-evaluation. Some AfL approaches, such as individualised observations and portfolios are particularly relevant for SEN pupils (including some individuals with autism) who use non- or pre-verbal forms of communication. Therefore, individual differentiation of assessment methods by providing flexibility in the mode of communication required during an assessment, may be beneficial for pupils who are abler or more confident communicating in a particular way. Questions should be framed to allow pupils time, support and multiple ways of responding. For pupils with ASD, one-to-one interactions are preferable to group discussions because of their common difficulties with social interaction and because they provide pupils with opportunities to express their views in ways suitable to their individual learning styles.

### Formative assessment

Planned questions differentiated for academic ability and difficulties with social interaction.

Planned opportunities for role-play and drama where appropriate.

Opportunities for children to express their learning that suits their preferred learning style e.g. art, models.

Opportunities for children to express their learning for those who use non-verbal or pre-verbal communication.

Photographic and video evidence of stages or completed work.

Work marked in accordance with the marking policy.

Gap Analysis to assess and plan next steps.

Benchmarking

L'Explore

'Switch on' reading and writing

### Summative assessment

Tests should be administered with the above considerations in mind and in accordance with test guidelines for SEN children or those on the autistic spectrum.

### EAL

The DfE definition of EAL is 'Those who have access to any other language to English'. Where this is the case for the pupil they will also be assessed using the NASSEA (Northern Association of Support Services for Equality & Achievement) assessment framework.

The gaps identified will be used to inform both the teaching in class and through EAL intervention sessions.

## **8. Training**

Assessment is covered at regular intervals in staff meetings to ensure that staff are confidence with the latest guidance & practice in addition to the specifics of school procedures.

Staff will also have the opportunity to liaise with colleagues from other schools and in the Local Authority in order to ensure good understanding and where needed, they will have access to additional support and training.

The assessment lead receives assessment updates from the DfE and via the Headteacher in relation to the Local Authority directives.

## **9. Roles and responsibilities**

### **9.1 Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### **9.2 Headteacher**

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **9.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy

## **10. Monitoring**

This policy will be reviewed at least annually by the Assessment lead. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Assessment lead and Headteacher are responsible for ensuring that the policy is followed.

The Senior Leadership Team (Head, Deputy, Assistant Head-Curriculum, SENCo, English & Maths Leads) will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutiny, pupil interviews and pupil progress meetings.

Subject leads will also work alongside the Curriculum lead to monitor the effective use of assessment within their subject area in allocated monitoring time.

Termly pupil progress meetings are held with each teacher where class, group and individual pupil progress and targeted intervention are discussed and analysed.

This all informs future target setting for individual members of staff, pupil intervention and both medium and long term planning at class and school level.

## **11. Assessment Judgements at WPS**

11.1 Statements are updated on the respective tracking system by electronic marking and progress is identified as percentages (BSq) or bars (TT) increase. Termly judgements are made using the range aforementioned formal assessments coupled with the use of on-going marking of pupil work related to National statements which staff regularly highlight in their respective electronic system.

11.2 Expected progress for pupils not on the SEN register would be six steps of progress in a year. However, if a child is underperforming based on prior statutory assessment (from Reception or Y2) then a child may be targeted to make more than six steps of progress in a year.

Targets for children not on the SEN register will be set by the Assessment Coordinator based on prior attainment at ends of Key Stage or attainment in the previous year (whichever is higher). Targets for children on the SEN register will be set by the SENCo and agreed with the Assessment Coordinator. 11.3 Target Tracker Highlighting

Red = Beginning to

Blue = Secure with Gold

= Mastered

Where a statement isn't highlighted a pupil is yet to demonstrate progress towards it.

### 11.4 Terminology

B - Expected point for an 'expected' child at the end of Autumn 1

B+ - Expected point for an 'expected' child at the end of Autumn 2

W - Expected point for an 'expected' child at the end of Spring 1

W+ - Expected point for an 'expected' child at the end of Spring 2

Working at the lower end of the 'Age Related Expectation' band

S - Working at the upper end of the 'Age Related Expectation' band

S+ - Working in greater depth, independently in a range of contexts

### 11.5 Prerequisites for Year Groups

#### Reception

B

Reading - Secure Phase 2



B+

Reading - Secure Phase 2

W

Reading - Secure Phase 2

W+

Reading - Secure Phase 3

Standardised score of 100+ on PUMA

Secure with the ELGs

All statements highlighted blue

'S+'

All statements must be blue and at least half of the statements must be gold.

PUMA score 120+. Exceeding ELG statements on Target Tracker must be highlighted at least blue.

Year 1

'B'

Secure Phase 3

Blue line on Target Tracker - half way through 'B'

'B+'

Secure Phase 4

Blue line on Target Tracker - half way through 'B+'

'W'

Blue line on Target Tracker - half way through 'W'

'W+'

Phonics - Secure Phase 5

Blue line on Target Tracker - half way through 'W+'

Must have all TA Framework Band 1 statements for WT and WA Expected Standard highlighted blue

(Can have one special weakness if identified on planning and addressed through regular provision)

PUMA/NFER Standardised Score of 100+

'S'

As above

Blue line on Target Tracker - half way through 'S'

'S+'

All statements must be blue and at least half of the statements must be gold.

Must have all TA Framework Band 1 statements for WT & WA Expected Standard and Working at Greater Depth within the expected standard highlighted at least blue

PUMA/NFER score 120+

## Year 2

### 'B'

Reading - Minimum book band Turquoise

Reading age of 6+ on L'Explore

Blue line on Target Tracker - half way through 'B'

### 'B+'

Reading- Minimum book band Purple

Blue line on Target Tracker - half way through 'B+'

### 'W'

Reading- Minimum book band Gold

Blue line on Target Tracker - half way through 'W'

### 'W+'

Reading- Minimum book band White

Reading age of 7+ on L'Explore

Able to read a minimum of 90 words per minute

Blue line on Target Tracker - half way through 'W+'

Must have all TA Framework Band 1 & 2 statements for WT and WA Expected Standard highlighted blue (Can have one special weakness if identified on planning and addressed through regular provision)

PUMA/NFER Standardised Score of 100+

Scaled score of 100+ in SAT materials (if used)

### 'S'

Reading - Minimum book band Lime

As above

Blue line on Target Tracker - half way through 'S'

### 'S+'

Reading - Minimum book band Lime

All statements must be blue and at least half of the statements must be gold.

Must have all TA Framework Band 1 & 2 statements for WT & WA Expected Standard and Working at

Greater Depth within the expected standard highlighted at least blue NFER  
score 120+

### Year 3

#### 'B'

Reading - Minimum book band Brown

Reading age of 8+ on L'Explore

Able to read a minimum of 90 words per minute

Blue line on Target Tracker - half way through 'B'

#### 'B+'

Reading - Minimum book band Brown

Reading age of 8+ on L'Explore

Able to read a minimum of 90 words per minute

Blue line on Target Tracker - half way through 'B+'

#### 'W'

Reading - Minimum book band Brown

Reading age of 8+ on L'Explore

Able to read a minimum of 90 words per minute

Blue line on Target Tracker - half way through 'W'

#### 'W+'

Reading- Minimum book band Brown

Reading age of 8+ on L'Explore

Able to read a minimum of 90 words per minute

Blue line on Target Tracker - half way through 'W+'

Must have all TA Framework Band 1, 2 & 3 statements for WT and WA Expected Standard highlighted blue

(Can have one special weakness if identified on planning and addressed through regular provision) NFER

Standardised Score of 100+

#### 'S'

As above

Blue line on Target Tracker - half way through 'S'

#### 'S+'

All statements must be blue and at least half of the statements must be gold.

Must have all TA Framework (Rochford) statements for WT & WA Expected Standard and Working at

Greater Depth within the expected standard highlighted at least blue NFER  
scores 120+

#### Year 4

##### 'B'

Reading - Minimum book band Grey

Reading age of 8+ on L'Explore

Able to read a minimum of 90 words per minute

Blue line on Target Tracker - half way through 'B'

##### 'B+'

Reading- Minimum book band Grey

Reading age of 8+ on L'Explore

Able to read a minimum of 90 words per minute

Blue line on Target Tracker - half way through 'B+'

##### 'W'

Reading- Minimum book band Grey

Reading age of 8+ on L'Explore

Able to read a minimum of 90 words per minute

Blue line on Target Tracker - half way through 'W'

##### 'W+'

Reading- Minimum book band Grey

Reading age of 9+ on L'Explore

Blue line on Target Tracker - half way through 'W+'

Must have all TA Framework (Rochford) statements for WT and WA Expected Standard highlighted blue  
(Can have one special weakness if identified on planning and addressed through regular provision)

NFER Standardised Score of 100+

##### 'S'

As above

Blue line on Target Tracker - half way through 'S'

##### 'S+'

All statements must be blue and at least half of the statements must be gold.

Must have all TA Framework (Rochford) statements for WT & WA Expected Standard and Working at  
Greater Depth within the expected standard highlighted at least blue NFER

scores 120+

## Year 5

### 'B'

Reading - Minimum book band Blue

Reading age of 9+ on L'Explore

Blue line on Target Tracker - half way through 'B'

### 'B+'

Reading- Minimum book band Blue

Reading age of 9+ on L'Explore

Blue line on Target Tracker - half way through 'B+'

### 'W'

Reading- Minimum book band Blue

Reading age of 9+ on L'Explore

Blue line on Target Tracker - half way through 'W'

### 'W+'

Reading- Minimum book band Blue

Reading age of 10+ on L'Explore

Blue line on Target Tracker - half way through 'W+'

Must have all TA Framework (Rochford) statements for WT and WA Expected Standard highlighted blue  
(Can have one special weakness if identified on planning and addressed through regular provision) NFER

Standardised Score of 100+

### 'S'

As above

Blue line on Target Tracker - half way through 'S'

### 'S+'

All statements must be blue and at least half of the statements must be gold.

Must have all TA Framework (Rochford) statements for WT & WA Expected Standard and Working at Greater Depth within the expected standard highlighted at least blue NFER

scores 120+

## Year 6

### 'B'

Reading - Minimum book band Red

Reading age of 10+ on L'Explore

Blue line on Target Tracker - half way through 'B'

'B+'

Reading- Minimum book band Red

Reading age of 10+ on L'Explore

Blue line on Target Tracker - half way through 'B+'

'W'

Reading- Minimum book band Red

Reading age of 10+ on L'Explore

Blue line on Target Tracker - half way through 'W'

'W+'

Reading- Minimum book band Red

Reading age of 11+ on L'Explore

Blue line on Target Tracker - half way through 'W+'

Must have all TA Framework (Rochford) statements for WT and WA Expected Standard highlighted blue  
(Can have one special weakness if identified on SEN plan)

PUMA/SAT test Standardised Score of 100+

'S'

As above

Blue line on Target Tracker - half way through 'S'

'S+'

All statements must be blue and at least half of the statements must be gold.

Exposure to Black reading books

Must have all TA Framework (Rochford) statements for WT & WA Expected Standard and Working at Greater Depth within the expected standard highlighted at least blue PUMA/SAT

test score 120+

B Squared and Target Tracker Conversion Table for use by SENCO and Assessment Lead

P. Level (For reference only)	P1i	P1ii	P2i	P2ii	P3i
Early Step 2021	0-11mths 0-20%	0-11mths 21-40%	0-11mths 41-60%	0-11mths 61-80%	0-11mths 81-100%

Engagement Step	1 0-85%	2 0-85%	3 0-50%	3 51-100%	4 0-85%
Primary Step	N/A	N/A	N/A	N/A	N/A
Target Tracker	0-11b	0-11b+	0-11w	0-11w+	0-11s

P. Level (For reference only)	P3ii	P3ii	P3ii	P4	P4
Early Step 2021	8-20mths 0-20%	8-20mths 21-40%	8-20mths 41-60%	8-20mths 61-80%	8-20mths 81-100%
Engagement Step	5 0-16%	5 17-32%	5 33-48%	5 49-65%	5 66-82%
Primary Step	N/A	N/A	N/A	1 0-10%	1 11-20%
Target Tracker	8-20b	8-20b+	8-20w	8-20w+	8-20s

P. Level (For reference only)	P4	P5	P5	P5	P5
Early Step 2021	16-26mths 0-20%	16-26mths 21-40%	16-26mths 41-60%	16-26mths 61-80%	16-26mths 81-100%
Engagement Step	5 83-100%	6 0-11%	6 12-22%	6 23-33%	6 34-44%
Primary Step	1 21-30%	1 31-40%	1 41-50%	1 51-60%	1 61-70%
Target Tracker	16-26b	16-26b+	16-26w	16-26w+	16-26s

P. Level (For reference only)	P5	P6	P6	P6	P6
Early Step 2021	22-36mths 0-20%	22-36mths 21-40%	22-36mths 41-60%	22-36mths 61-80%	22-36mths 81-100%
Engagement Step	6 45-55%	6 56-66%	6 67-77%	6 78-88%	6 89-100%
Primary Step	1 71-80%	1 81-90%	1 91-100%	2 0-14%	2 15-29%

Target Tracker	22-36b	22-36b+	22-36w	22-36w+	22-36s
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P. Level (For reference only)	P7	P7	P7	P7	P8
Early Step 2021	30-50mths 0-20%	30-50mths 21-40%	30-50mths 41-60%	30-50mths 61-80%	30-50mths 81-100%
Engagement Step					
Primary Step	2 30-44%	2 45-59%	2 60-74%	2 75-89%	2 90-100%
Target Tracker	30-50b	30-50b+	30-50w	30-50w+	30-50s

P. Level (For reference only)	P8	P8	P8	P8	P8
Early Step 2021	40-60mths 0-20%	40-60mths 21-40%	40-60mths 41-60%	40-60mths 61-80%	40-60mths 81-100%
Engagement Step					
Primary Step	3 0-20%	3 21-40%	3 41-60%	3 61-80%	3 81-100%
Target Tracker	40-60b	40-60b+	40-60w	40-60w+	40-60s

## 12. Assessment Schedule

The listed items should be reported to Assessment Lead as per the schedule using the provided proforma, though formal assessment of book bands and phonics phases need only be undertaken where there is suspected shift. Where assessment is unchanged, it should still be logged in the appropriate column on the proforma not left blank.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Baseline (within first 2 weeks) Phonics Phases	Phonics Phases Reading Age PUMA	Book Band Phonics Phases L'Explore NFER -Autumn Suite	Book Band Phonics Phases L'Explore NFER -Autumn Suite	Book Band Phonics Phases (Where needed) L'Explore NFER -Autumn Suite	Book Band Phonics Phases (Where needed) L'Explore NFER -Autumn Suite	Book Band Phonics Phases (Where needed) L'Explore NFER -Autumn Suite



Spring	Book Bands Phonics Phases	NFER -Spring Suite Book Bands Phonics Phases L'Explore	NFER – Spring Suite Book Bands Phonics Phases L'Explore	NFER – Spring Suite Book Bands Phonics Phases L'Explore	NFER – Spring Suite Book Bands Phonics Phases (Where needed) L'Explore	NFER Spring Suite Book Bands Phonics Phases (Where needed) L'Explore	NFER Spring Suite Book Bands Phonics Phases (Where needed) L'Explore
Summer	Book Bands Phonics Phases PUMA	NFER Summer Suite Book Bands Phonics Phases L'Explore	Past SATs Book Bands Phonics Phases L'Explore	NFER – Summer Suite Book Bands Phonics Phases L'Explore	NFER –Summer Suite Book Bands Phonics Phases (Where needed) L'Explore	NFER –Summer Suite Book Bands Phonics Phases (Where needed) L'Explore	National Tests Teacher Assessments

### 13. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- SEN policy

Review date: September 2024 (Or earlier subject to Government directives)