



Uplands Primary School Assessment Policy

Date agreed: July 2025

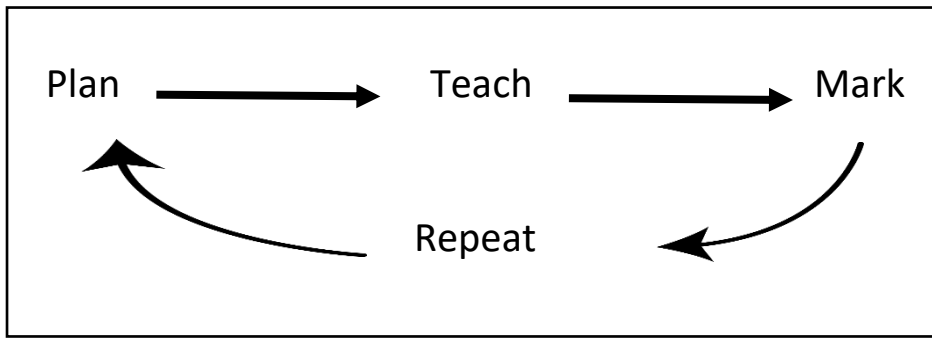
Date for renewal: July 2027

1. Rationale:

At Uplands, we believe that assessment is an integral part of our teaching and learning; we understand best classroom practice to be a continuous cycle of teaching, learning and assessment. Assessment informs teaching, enhances pupil outcomes and ensures that each child makes progress. Assessment helps us to understand the strengths, needs and progress of each child, and enables us to adapt our teaching to the individual learning profiles of our children. Assessments support the provision of meaningful feedback for the children, helping them to take ownership of their own learning. We believe we should provide constructive feedback to every child, focussing on successes and improvements against learning goals; enabling pupils to become reflective learners and helping them to know their gaps in learning in order to move their learning forward. Effective feedback is the responsibility of every member of teaching staff.

Our approach to assessment is rooted in our Uplands' values of being **Ready, Respectful, and Safe**:

- **Ready:** We ensure that assessment practices prepare pupils for their next steps in learning. By providing timely feedback and clear targets, we equip children to take ownership of their learning journey and develop confidence in their abilities.
- **Respectful:** Our assessments foster a culture of mutual respect. We celebrate individual achievements and progress, valuing our children's different learning styles and ensuring that each child's efforts are recognised. Staff use assessments thoughtfully, guiding pupils with kindness and encouragement.
- **Safe:** Our assessment processes create a safe environment for learning, where children feel supported and confident to demonstrate their understanding without fear of judgment. We prioritise the emotional well-being of pupils, ensuring that assessments are fair, consistent, and developmentally appropriate.



2. Planning

At Uplands, we believe that effective planning for assessment is key to meaningful learning experiences and ensuring every child's progress is accurately captured and supported. Teachers carefully plan for assessment opportunities as part of their curriculum planning; we are clear about the main teaching points of a lesson and plan for purposeful, deliberate assessment opportunities to check children's understanding of these key learning points. Planning will also include systematic summative assessments, designed to evaluate pupils' understanding and attainment against set standards. Teachers will reflect on previous assessment data to inform future lessons.

When planning, we expect all staff to consider the following

- a) What do I know and understand about what I will be teaching?
- b) What do the children already know and understand?
- c) What are the likely misconceptions?
- d) What does this unit of work give the opportunity to teach?
- e) What should I be teaching now / next?
- f) Where does this learning fit into the overall picture?

3. Teaching

During lessons, assessment is ongoing; teaching will change continuously within the lesson in response to these assessments. Teachers will clearly identify learning objectives and success criteria, ensuring that these are communicated effectively to pupils. In addition to the opportunities for assessment that have been planned for, teachers will dynamically assess the children's knowledge, understanding and progress and then adapt teaching to meet pupils' needs. Teachers will embed AfL (Assessment for Learning) strategies, including, but not limited to:

- a. Questioning
- b. Mini plenaries
- c. Verbal feedback
- d. Peer assessment
- e. Self-assessment
- f. Live marking

In response to the ongoing assessment within the lesson, teachers may adjust the task through the use of prompts, appropriate scaffolds, questioning or well-timed interventions (for example, using a

guided group to reteach, challenge, support). These responses can be used to both support and challenge children, ensuring children are well supported to make progress within the lessons.

4. Peer and Self Assessment

We will actively incorporate peer and self-assessment into our teaching to foster pupil engagement and ownership of learning. Through structured activities, such as checklists, success criteria, and guided reflection, pupils will evaluate their own work and that of their peers against clear success criteria. Teachers will plan these opportunities carefully to ensure that peer and self-assessment helps pupils identify strengths and areas for improvement, develop critical thinking skills, and build confidence. Teachers will use insights gained from these assessments to inform their teaching and provide targeted feedback which helps move the learner forward.

We believe that peer assessment and self-assessment should be actively taught so that children can use this form of assessment effectively and successfully. A progression of skills can be found in [Appendix A](#).

5. Feedback *Guidance taken from EEF's Teacher Feedback to Improve Pupil Learning*

Teachers will always give careful consideration to the most effective way to give feedback to a child. This may be immediate (within the lesson), or delayed (following the lesson); it may be verbal or written; it may focus on the specific task, the subject or on self-regulation strategies used by the child. In every case, feedback is focused on moving learning forward, closing any gaps, and ensuring that the child is able to make progress in the future. Importantly, we believe that children also should be taught how to receive and respond to feedback.

Oral feedback may be given within the lesson in a targeted, timely and purposeful manner. This may result in pupils correcting or refining their work, teachers extending them further, or, where further support is required, teachers will use an immediate intervention to address this.

6. Marking

The term "marking" is included as a form of feedback; it is written feedback given in a targeted and purposeful manner, that responds to the pupil outcomes and is used by the pupil to make further progress (this can include a reflection of successes so that pupils know what they have done well, as well as areas for improvements).

We have developed a universal colour and coding system which is used when writing feedback in pupils' books. For all pieces of work, the learning intention (LI) will always be highlighted according to the colour system, work will be dated and the adult's initials will be placed next to the LI. It will also be made clear, using the codes, the level of independence the task was completed at.

Across the curriculum, teachers will use written feedback as appropriate. [Appendix B](#) outlines how written feedback will be used in different subject areas.

7. Moderation

Moderation of assessment is ongoing and rigorous, through triangulation involving:

- a. lesson drop ins
- b. pupil conferencing

- c. learning walks
- d. book looks alongside the teacher (for example, during pupil progress meetings)
- e. subject leader monitoring
- f. phase leader discussion
- g. performance management

Pupil Progress Reviews are used to identify and analyse progress and set targets in reading, writing and maths for individuals, groups, classes and cohorts. Moderation usually takes place through the year in reading, writing and maths within phases, across the school and within our cluster of local schools.

8. Summative Assessment and Tracking

At Uplands, we have developed a clear Assessment schedule and procedure ([Appendix C](#)) which details how assessments are used for our children, including how this differs for those children with Special Educational Needs (SEN). We use the Hampshire Model of Assessment for tracking attainment and progress in reading, writing and maths. The model follows the principle of arranging the key objectives from the National Curriculum for a given year group into three phases and each subject divided into a number of domains. These domains enable teachers to assess progression within and across the subject. Teachers assess progress in November, February and April. The summer term is spent consolidating the work of all three phases ready for a final judgement. Teachers use Arbor, to record summative assessments in reading, writing, and maths. Pupil Progress meetings follow each data drop. These are held with class teachers, the SENCO and SLT and have the primary purpose of addressing children who are not on track to achieve the Expected Standard (EXS) /Greater Depth Standard (GDS).

For pupils who are not on track to achieve EXS, these children are closely tracked by the class teacher, phase leader and SLT; their progress is closely monitored and additional support and interventions may be identified.

Across the foundation subjects, we have identified key points for assessment. At the end of each unit, teachers will assess against these points and record on our assessment tracker those pupils who do not achieve the expected standards. This is then used to inform our future provision for these children.

9. Statutory Assessments

- a. **Year R Baseline (RBA)** - The purpose of the RBA is to create a baseline measure from which cohort-level progress to the end of key stage 2 (KS2) can be calculated.
- b. **Year 1 Phonics Screening Check (PSC)**– The purpose of the phonics screening check is to confirm that all children have learned phonic decoding to an age appropriate standard.
- c. **Year 4 Multiplication Check (MTC)** – The purpose of this check is to determine whether children can fluently recall their times tables up to 12, which is essential for future success in mathematics.
- d. **Year 6 SATS** - At the end of KS2 (year 6), all children take National Curriculum statutory tests in mathematics, English reading, and English grammar, punctuation and spelling. Trained markers mark the tests externally and children are given a scaled score for each subject to

show whether they have reached the expected standard. This is the score reported by the school and conveyed to parents. Writing is assessed by teachers.

10. Reporting to Parents

At Uplands, we provide parents with a written report in July, summarising where their child is in relation to end of year expectations for their year group. Their progress towards this will also have been discussed at parent meetings across the year. In addition, we will ensure that parents have opportunities to drop into school to look at their child's work on a regular basis.

When reporting to parents, we will use the following language:

- a. **Working Towards the Expected Standard (WTS)**
- b. **Working At the Expected Standard (EXS)**
- c. **Greater Depth Standard (GDS)**

Where a child has SEND and is working significantly below the expected standard, parents will be informed of this and we will share a tracking document to highlight the level where the child is working, and share their progress from their starting point. Parents will have the opportunity to meet more regularly with the class teacher to ensure clear communication around progress.

11. Record Keeping

Medium term planning is considered a working document, they serve as a record of children's learning and progress. Plans must be saved on the system, where they are accessible to subject leaders, phase leaders and SLT in the event of staff absence.

Data will be updated on Arbor (our data management system) and phase leaders will use this to analyse key trends and inform their action planning documents. For children with SEND who are also working below the expected standard, teachers will complete a tracker. These trackers must be saved within the class folders on the system.

Appendix A – A progression of skills for Self and Peer-Assessment

This document is progressive and we expect the children to continue using the self-assessment strategies from previous year groups, as well as progress and use the strategies from their current year group.

Year group	Self assessment in English	Self assessment in Maths
R	Children can talk with their key adult about things they have done well in their provision or adult directed activities. Use language of “I am proud of” Children can check sounds used on their sound mat.	Children can talk with their key adult about things they have done well in their provision or adult directed activities. Use language of “I am proud of”
1	<ul style="list-style-type: none"> • Use simple prompts such as smiley faces or thumbs up/ down to express feelings about their learning. • Begin to recognise their own achievements by talking about “what I did well” with the support of the teacher • Learn to respond to teacher feedback – eg writing out a key spelling • With the support of the teacher, begin to use purple pen. 	<p>Be able to check work by re-counting or using another method (eg counting objects and using a number line)</p> <p>With the support of the teacher, make corrections with purple pen.</p>
2	<ul style="list-style-type: none"> • Use simple sentence starters to reflect on own work – “I like...” or “I could improve...” in discussion with the teacher. • Compare own work to a simple success criteria provided by the teacher. • Use purple pen to correct spellings that are given by the teacher. 	<p>Use answers that are given by the teacher to check own work and mark in purple pen. This might include accessing a marking station</p> <p>With the support of the teacher, make corrections with purple pen.</p>
3	<ul style="list-style-type: none"> • Use a simple success criteria as a checklist and tick off features you have included • With prompting, identify spelling errors from the Year 1/2 Common Exception word list and self correct. • Use purple pen to correct spellings • Class teacher to discuss self-assessment with pupil 	Use marking stations and established routines to encourage children to self check their work. Teacher to indicate when children need to check
4	<ul style="list-style-type: none"> • Use a success criteria as a checklist to identify features you have included in your writing • With prompting, identify spelling errors from the Year 3/4 spelling list and self-correct. 	Children to use marking stations and effectively to mark their work. Following this, children are able to move their learning on, or seek additional support, having evaluated their marking.
5	<ul style="list-style-type: none"> • Give examples of evidence within your own work of where you have included elements on the success criteria. • Check spellings against the KS2 spelling list and correct errors with minimal prompting 	Children to engage in marking stations, independently and effectively, including for reasoning and problem-solving tasks.
6	<p>Give examples of evidence within your own work of where you have used the elements on the success criteria. Be able to talk about why you have used these features in the way you have and discuss with a partner/ teacher what the impact is on the reader.</p> <p>Check spellings against the KS2 spelling word list and correct errors independently.</p>	Children to use marking stations independently and recognise when they need additional teacher input, based on their marking.

Year group	Peer assessment in English	Peer assessment in Maths
R		
1		
2	<ul style="list-style-type: none"> • Use simple sentence starters to reflect on own work – “I like...” or “I could improve...” in discussion with the teacher. • Compare your work to a simple success criteria provided by the teacher. 	
3	<ul style="list-style-type: none"> • Use simple sentence starters to reflect on own work – “I like...” or “Even better if” to discuss work with a peer. • Compare the work of a peer to a simple success criteria provided by the teacher. • Use a simple success criteria as a checklist and tick off features they have included • With prompting, identify spelling errors from the Year 1/2 Common Exception word list and share with a peer. 	
4	<ul style="list-style-type: none"> • Compare the work of a peer to a success criteria provided by the teacher. • Use this success criteria as a checklist and tick off features they have included • With prompting, identify spelling errors from the Year 3/4 Common Exception word list and share with a peer. • Use a red pen to give structured feedback modelled by the teacher. 	Mark another peer’s work using a red pen and a marking station
5	<ul style="list-style-type: none"> • Use a success criteria as a checklist to identify features your peer has included in their writing – identify examples of this and show on the success criteria in red pen. • With prompting, identify spelling errors from the Year 3/4 spelling list and discuss with your peer. 	Mark another peer’s work using a red pen and a marking station
6	<ul style="list-style-type: none"> • Give examples of evidence within your peer’s work of where they have used the elements on the success criteria. Be able to talk about how they have used these features in the way you have and discuss with a partner what the impact is on the reader. • Check spellings against the KS2 spelling word list and make suggestions to your peer. 	Mark another peer’s work using a red pen and a marking station

Appendix B - Written Feedback

Work in English, Maths, Guided Reading, Science and Foundation subject books will be initialled by the teacher who has taught the lesson, and the learning intention will be highlighted according to the colour coded system detailed below. The teacher will indicate, using the coded system, the level of independence shown in the learning opportunity.

If the lesson has been taught by a covering teacher (supply) or an HLTA, they will write clearly show at the top of the work that it was a Supply/HLTA and they will indicate the level of independence shown in the work. Supply teachers and HLTAs will give more in depth feedback on their assessments of pupil progress within the lesson, as part of the handover to the class teacher.

Marking Code –



Green – Great



Pink – Think



Orange – nearly there

All work to be initialled by the adult who taught the lesson / guided the group (teachers and support staff)

I – Independent

G – Guided (eg worked in a guided group with an adult –**planned for** guided group)

S / Supply - Supply- tick and initial.

HLTA - HLTA marked – tick and initial

DWP- discussed with pupil and short note about what was discussed. Needs to be written at the point of teaching

MD – Must Do (child to edit / refine / correct in response). Add in short comment about what needs to improve.


AI- adult intervention in the lesson. For example, child had all calculations correct and you intervened to move them onto another task. Or child moved into carpet group so you could go over something. Child asked to go to work with TA for a while. Needs to go in at point of teaching.

sp- Spelling error – this may be used in the margin to inform the child there is an error in that line, or at the end of a piece of work

EYFS and KS1 codes

Λ – Capital letter missing

. – Full stop missing

 - Finger spaces

 - Writing on the line

Maths Marking	Green	Orange	Pink
What does it mean?	Work correct Ready to move on / try a challenge	Correction needed – stop and check Silly mistake Almost there	Child needs further support from an adult (eg guided group) Non negotiables missing (eg no margin or not underlined)
How to use it	Highlight the LI (highlighter) Tick the work / calculation (pen) Highlight a good example / good use of vocabulary	Highlight the LI (highlighter) Use pink pen to identify the mistake / point needing correction Use pink pen to give prompts if needed Use DWP to show conversation with the pupil	Highlight the LI (highlighter) Use “AI” to indicate adult intervention – eg guided group Use DWP to indicate conversation with the pupil
What to do next	Increase the level of challenge Remove or reduce the scaffold Go deeper / apply to a different context (eg “What if...”	Child corrects work in purple pen Child may have short input or remodel from the teacher Child consolidates learning	Child receives input from an adult Task may be adapted, models given, scaffolds given, new resources used. Child carries out further practice
What we do not want to see	Work ticked in green highlighter Green comments for the sake of it Everything always in green (this shows the work may not be pitched appropriately)	Learning moves on without addressing feedback Child not responding to marking	Page covered in pink Child not responding Long pink comments Learning moves on without addressing feedback

English Marking	Green	Orange	Pink
What does it mean?	Work correct – includes features from the success criteria and makes sense Ready to move on	Correction needed – stop and check Slight mistake Almost there	Child needs further support from an adult (eg guided group) Non-negotiables missing
How to use it	Highlight the LI (highlighter) Highlight a couple of good examples of where the child has met the learning intention In final writes, use green highlighter to identify features of the success criteria, and green pen to annotate in the margins the skill the child has shown.	Highlight the LI (highlighter) Use pink pen to identify the mistake / point needing correction Use pink pen to give prompts if needed Use DWP to show conversation with the pupil Highlight spelling errors and write sp in the margin	Highlight the LI (highlighter) Use “AI” to indicate adult intervention – eg guided group Use DWP to indicate conversation with the pupil
What to do next	Remove or adjust the scaffold Give children chance to apply skill independently Adjust the difficulty of the text (if using) Make a change to the view point, outcome, audience the child is writing to.	Child corrects work in purple pen Child may have short input or remodel from the teacher Child consolidates learning Give time to edit and refine – child may need to use editing flaps	Child receives input from an adult Task may be adapted, models given, scaffolds given, new resources used. Child carries out further practice – eg oral rehearsal, sentence stems, cloze procedure
What we do not want to see	Work ticked in green highlighter Green comments for the sake of it Everything always in green (this shows the work may not be pitched appropriately)	Learning moves on without addressing feedback Child not responding to marking	Page covered in pink Child not responding Long pink comments Learning moves on without addressing feedback

Marking in Science – teachers will

- ✓ use the green, orange and pink colour codes.
- ✓ initial work, highlight the Key Idea to show that the child has secured their understanding of it
- ✓ indicate using the code above, the level of independence during the task.
- ✓ Address non-negotiables (including key spellings)
- ✓ Address scientific misconceptions
- ✓ adjust their teaching in response to ongoing assessment within the lesson, including immediate intervention using guided groups

Marking in Phonics / Spelling – teachers will

- ✓ Use live marking to address misconceptions within the lesson
- ✓ use verbal feedback to individuals, groups and the whole class in response to ongoing assessment in the lesson
- ✓ adjust their teaching in response to ongoing assessment within the lesson, including immediate intervention using guided groups

Marking in Guided Reading – teachers will

- ✓ use the green, orange and pink colour codes.
- ✓ initial work, highlight the learning intention
- ✓ indicate using the code above, the level of independence during the task.
- ✓ Address non-negotiables (including key spellings) identified during live marking
- ✓ Address misconceptions (either within the lesson, following the lesson or in the next lesson)

Marking in Foundation subjects (RE, History, Geography, DT) – teachers will

- ✓ use the green, orange and pink colour codes.
- ✓ initial work, highlight the learning intention to show that the child has secured their understanding of it
- ✓ indicate using the code above, the level of independence during the task.
- ✓ Address non-negotiables (including key spellings) identified during live marking
- ✓ Address misconceptions

Appendix C – Uplands Assessment Schedule

The following colours and assessments are referred to in the tables below

Hampshire assessment model used (Including the Hampshire SEN Toolkits)	Statutory assessments	Testbase Spring and Summer Assessments	YARC (York Assessment for Reading for Comprehension) Reading assessments	Sandwell Assessment (Maths assessment that gives a maths age)	Schonell Spelling Test – gives a spelling age	Little Wandle
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Assessment in Year 1			
	All children	Children working below (children who have dropped below the expected standard)	Children with SEND and Below (children who are on the SEND register and are working below by 2 years)
Start of Year (September)	Half termly phonics assessment HAM model teacher assessments (R,W,M)		
Phase 1 (November)	Half termly phonics assessment Phonics mocks – December HAM model teacher assessments (R,W,M)	LW Catch up assessments Focused highlighted analysis of the HAM grid	LW SEN programme assessments
Phase 2 (February)	Half termly phonics assessment HAM model teacher assessments (R,W,M)	LW Catch up assessments Focused highlighted analysis of the HAM grid	LW SEN programme assessments
Phase 3 (April)	Half termly phonics assessment Phonics mocks – March HAM model teacher assessments (R,W,M)	LW Catch up assessments Focused highlighted analysis of the HAM grid	LW SEN programme assessments
End of Year (July)	Phonics Test (June)	LW Catch up assessments	LW SEN programme assessments

Assessment in Year 2			
	All children	Children working below (children who have dropped below the expected standard)	Children with SEND and below (children who are on the SEND register and are working below by 2 years)
Start of Year (September)	Half termly phonics assessment Little Wandle Spelling assessment HAM model teacher assessments (R,W,M)		
Phase 1 (November)	Half termly phonics assessment HAM model teacher assessments (R,W,M)	LW Catch up assessments Phonics retest – December Focused highlighted analysis of the HAM grid	LW SEN programme assessments
Phase 2 (February)	Half termly phonics assessment HAM model teacher assessments (R,W,M)	LW Catch up assessments Focused highlighted analysis of the HAM grid	LW SEN programme assessments
Phase 3 (April)	Half termly phonics assessment HAM model teacher assessments (R,W,M)	LW Catch up assessments Focused highlighted analysis of the HAM grid	LW SEN programme assessments
End of Year (July)	Little Wandle Fluency assessment TESTBASE Summer Tests (Reading and Maths) Schonell Spelling assessment	LW Catch up assessments Focused highlighted analysis of the HAM grid	LW SEN programme assessments

Assessment in Year 3			
	All children	Children working below (children who have dropped below the expected standard)	Children with SEND and Below (children who are on the SEND register and are working below by 2 years)
Start of Year (September) <i>To inform teaching for the year ahead</i>	Schonell Spelling Test		
Phase 1 (November)	HAM model teacher assessments (R,W,M)	YARC Reading assessment Little Wandle Rapid Catch up assessment Sandwell Maths assessment Focused highlighted analysis of the HAM grid	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group
Phase 2 (February)	HAM model teacher assessments (R,W,M)	YARC Reading assessment Little Wandle Rapid Catch up assessment Sandwell Maths assessment Focused highlighted analysis of the HAM grid	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group
Phase 3 (April)	HAM model teacher assessments (R,W,M) TESTBASE Reading TESTBASE Maths (Arithmetic and Reasoning)	YARC Reading assessment Little Wandle Rapid Catch up assessment Sandwell Maths assessment Focused highlighted analysis of the HAM grid	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group
End of Year (July) <i>To pass on to the next teacher</i>	HAM model teacher assessments (R,W,M) Schonell Spelling Test TESTBASE Reading TESTBASE Maths (Arithmetic and Reasoning)	Fluency assessment (as required to finish phonics programme) Focused highlighted analysis of the HAM grid	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group

Assessment in Year 4			
	All children	Children working below (children who have dropped below the expected standard)	Children with SEND and below (children who are on the SEND register and are working below by 2 years)
Start of Year (September) <i>To inform teaching for the year ahead</i>	Schonell Spelling Test		
Phase 1 (November)	HAM model teacher assessments (R,W,M) Times-tables Mocks	YARC Reading assessment Little Wandle Rapid Catch up assessment Sandwell Maths assessment Focused highlighted analysis of the HAM grid	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group
Phase 2 (February)	HAM model teacher assessments (R,W,M) Times-tables Mocks	YARC Reading assessment Little Wandle Rapid Catch up assessment Sandwell Maths assessment Focused highlighted analysis of the HAM grid	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group
Phase 3 (April)	HAM model teacher assessments (R,W,M) TESTBASE Reading -March TESTBASE Maths (Arithmetic and Reasoning) - March Times-tables Mocks	YARC Reading assessment Little Wandle Rapid Catch up assessment Sandwell Maths assessment Focused highlighted analysis of the HAM grid	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group
End of Year (July) <i>To pass on to the next teacher</i>	HAM model teacher assessments (R,W,M) Schonell Spelling Test TESTBASE Reading – end of June TESTBASE Maths (Arithmetic and Reasoning) – end of June Times-tables Test (June)	Fluency assessment (as required to finish phonics programme) Focused highlighted analysis of the HAM grid	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group

Assessment in Year 5			
	All children	Children working below (children who have dropped below the expected standard)	Children with SEND and Below (children who are on the SEND register and are working below by 2 years)
Start of Year (September) <i>To inform teaching for the year ahead</i>	Schonell Spelling Test Times-tables test (baseline)		
Phase 1 (November)	HAM model teacher assessments (R,W,M)	YARC Reading assessment Sandwell Maths assessment Focused highlighted analysis of the HAM grid Rapid Readers assessment Times-tables re-test for any who did not secure.	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group
Phase 2 (February)	HAM model teacher assessments (R,W,M)	YARC Reading assessment Sandwell Maths assessment Focused highlighted analysis of the HAM grid Rapid Readers assessment	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group
Phase 3 (April)	HAM model teacher assessments (R,W,M) TESTBASE Reading - March TESTBASE Maths (Arithmetic and Reasoning) - March	YARC Reading assessment Sandwell Maths assessment Focused highlighted analysis of the HAM grid Rapid Readers assessment	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group
End of Year (July) <i>To pass on to the next teacher</i>	HAM model teacher assessments (R,W,M) Schonell Spelling Test TESTBASE Reading – end of June TESTBASE Maths (Arithmetic and Reasoning) – end of June	Rapid Readers assessment Focused highlighted analysis of the HAM grid	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group

Assessment in Year 6			
	All children	Children working below (children who have dropped below the expected standard)	Children with SEND (children who are on the SEND register and are working below by 2 years)
Start of Year (September) <i>To inform teaching for the year ahead</i>	Schonell Spelling Test Times-tables test		
Phase 1 (November)	HAM model teacher assessments (R,W,M) Mock SATS - December	YARC Reading assessment Sandwell Maths assessment Focused highlighted analysis of the HAM grid Rapid Readers assessment	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group
Phase 2 (February)	HAM model teacher assessments (R,W,M) Mock SATS – February/March	YARC Reading assessment Sandwell Maths assessment Focused highlighted analysis of the HAM grid Rapid Readers assessment	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group
Phase 3 (April)	HAM model teacher assessments (R,W,M) SATs – May	YARC Reading assessment Sandwell Maths assessment Focused highlighted analysis of the HAM grid Rapid Readers assessment	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group
End of Year (July) <i>To pass on to the next teacher</i>	HAM model teacher assessments (R,W,M)	Rapid Readers assessment Focused highlighted analysis of the HAM grid	YARC Reading Assessment Little Wandle SEN assessment Sandwell maths assessment SEN Toolkit – highlighted for the appropriate stage/ year group