



Lantern ACADEMY

'Where every child shines.'

Assessment Policy 26/27

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was shared for information purposes with the Governing Body in April 2026

It is due for review in *January 2027* (up to 12 months from the above date).

Signature _____

Date _____

Headteacher

Signature _____

Date _____

Chair of Governors

Intention

At Lantern Academy, our aim is to ensure that every child makes strong, sustained progress in all areas of the curriculum. We use a range of robust assessment systems to monitor attainment and progress throughout the year. These assessments allow us to track each child's development against national expectations and to identify areas where additional support or targeted teaching may be needed.

Teachers use this information to plan lessons that are responsive, challenging, and carefully matched to each child's learning needs. Progress is shared clearly and regularly with both children and parents/carers through our termly reports and termly parent/carer consultation evenings.

We hold consistently high expectations for all pupils, regardless of their starting points. We are committed to helping every child succeed across every subject, celebrating even the smallest steps forward and continually challenging them to achieve their very best.

Roles and Responsibilities

Teachers and Learning Support Mentors are responsible for carrying out both formative and summative assessments with individual pupils, small groups, and whole classes. Where appropriate, assessment outcomes are shared with pupils as part of an ongoing dialogue about their learning, helping them understand their progress and next steps. Assessment information is also communicated to parents/carers during consultation meetings and through Annual Pupil Reports.

Roles and Responsibilities

The Headteacher is responsible for:

- Reporting assessment outcomes and progress to all stakeholders
- Identifying and prioritising key actions to address underachievement, including the effective deployment of staff
- Holding staff to account for pupil progress
- Setting targets for the school, cohorts, groups, and individual pupils

The Assessment Lead (Deputy Headteacher) is responsible for:

- Monitoring standards across the school
- Analysing pupil progress and attainment data, with a particular focus on vulnerable groups
- Identifying pupils at risk of underachievement and ensuring appropriate actions are taken

Subject Leads are responsible for:

- Monitoring standards within their subject in line with the expectations of the EYFS Statutory Framework, *Birth to 5 Matters*, and the National Curriculum
- Reviewing and interpreting progress and attainment data for all pupils, including vulnerable groups, within their phases

- Ensuring all staff understand and consistently apply the school’s assessment policy, practices, and expectations

Class Teachers are responsible for:

- **Planning high-quality learning** in the short and medium term to ensure the needs of all children are met and that lessons are appropriately differentiated.
- **Marking and responding to pupils’ work** in line with the academy’s Marking and Feedback Policy, ensuring feedback is meaningful, timely, and supports progress.
- **Completing assessments for all Foundation Subjects** using Insight to track attainment and identify next steps in learning.
- **Assessing each unit of Writing** using the academy’s assessment criteria (Beginning – B, Working Towards – WTS, Expected Standard – EXS, Greater Depth – GDS). These outcomes are discussed with pupils to celebrate successes and to set clear, achievable targets for improvement.

Category	Description
GDS	Working at Greater Depth. Has a secure knowledge of the curriculum and can confidently work above the expected level in a wide range of context
EXS	Working securely at Expected Standard for the year group that they are in.
WTS	Working Towards the expected standard for the year group that they are in.
B	Working below the expected standard for the year group that they are in.

Providing ongoing, meaningful feedback - both to the whole class and to individual pupils, to celebrate success, identify next steps, and address any gaps in learning.

Enabling pupils to evaluate their own learning and that of their peers, helping them develop independence, reflection, and a strong understanding of what successful learning looks like.

Carrying out summative assessments to support teacher judgement, including NFER tests, KS1 and KS2 SATs, the Year 1 Phonics Screening Check, and the Year 4 Multiplication Tables Check.

Analysing outcomes from summative assessments to inform future planning, ensuring teaching is responsive and targeted to pupils’ needs.

Submitting assessment data to the Assessment Lead using the agreed Excel format, which will then be transferred to Insight for whole-school tracking.

Planning and delivering targeted interventions to address identified learning needs and ensure pupils receive the support required to make progress.

Participating in pupil progress meetings to share information about progress over time, set appropriate targets, review the support provided to vulnerable groups, and discuss interventions designed to narrow attainment gaps.

Target Setting

At Lantern Academy, we set individual pupil targets during the Autumn Term. These targets are agreed collaboratively by the Assessment Lead and the Headteacher, using a range of information including KS1 SATs outcomes, internal NFER assessments, teacher judgements, and any additional data held for each child. Targets may be adjusted to ensure they are appropriately ambitious and offer sufficient challenge or adapted to reflect the specific needs of individual pupils.

Class Teachers share these targets with pupils so they understand their next steps and what they are working towards. The targets are also communicated to parents/carers through the Autumn Term Learning Passport. Throughout the academic year, we monitor progress closely and put supportive systems in place to help every child achieve, or exceed, their targets.

Key Features of Assessment at Lantern Academy

Assessment for Learning (AfL) is a core element of our teaching and learning approach. It is a formative process that helps teachers understand how well pupils are meeting learning objectives, while providing pupils with meaningful feedback that supports them in improving their learning. At Lantern Academy, AfL underpins daily practice and ensures that teaching is responsive, targeted, and focused on progress for every child.

Strategies Used in School

- **Planning for Progress**

High-quality planning ensures that clear learning objectives are set and matched to the needs of all learners. Lessons are carefully pitched using the National Curriculum and include purposeful questioning to challenge thinking and check understanding.

- **Sharing Learning Objectives and Success Criteria**

Children are actively involved in their learning by understanding *what* they are learning and *how* they can be successful. This clarity helps them take ownership of their progress.

- **Low-Stakes Quizzes**

Regular low-stakes quizzes—completed weekly, monthly, midway through a unit, or at the end of a unit—help reinforce learning and prevent knowledge from being forgotten. They offer teachers a quick insight into retention without creating pressure for pupils.

- **Diagnostic Questions (Maths)**

Each maths lesson includes diagnostic questioning, enabling teachers to identify misconceptions quickly. These questions offer a low-threat method of assessment and provide instant feedback to inform the next steps in teaching.

- **Peer and Self-Assessment**

Pupils are taught how to reflect on their own and others' work using the learning objectives and success criteria. This may take the form of written comments or verbal discussion and helps develop independence and critical thinking.

- **Marking and Feedback**

All work is marked in line with the academy's Marking and Feedback Policy. Feedback is primarily verbal and given during the lesson so pupils can act on it immediately. Distance marking informs future planning, highlights pupil successes, identifies where support is needed, and helps teachers adapt teaching accordingly.

- **Quick Recaps**

At the start of each lesson, children revisit previous learning to consolidate understanding.

These short, regular reviews help embed knowledge over time and support long-term retention.

• **Celebrating Achievement**

Achievement in all forms is celebrated across the school. Rewards include behaviour beads, Monster Points in EYFS, our fortnightly Star of the Week assembly, postcards sent home for exceptional effort, and Headteacher Awards shared in celebration assembly. These systems promote motivation, pride, and a positive learning culture.

Summative Assessment

Summative assessment provides a snapshot of a child's learning at a specific point in time. It helps establish what a pupil can do independently and informs overall teacher judgement.

At Lantern Academy, we use a range of summative assessment strategies:

Statutory Assessments

- **Reception Baseline Assessment:** Completed on entry to school.
- **Year 1 Phonics Screening Check:** Administered in June.
- **Year 2 End of Key Stage 1 Assessments:** Teacher assessments and, where applicable, SATs materials.
- **Year 4 Multiplication Tables Check:** Completed in June.
- **Year 6 End of Key Stage 2 SATs:** National tests in Reading, Maths and Grammar.

All statutory assessment data is submitted to the Local Authority at the end of the academic year.

Non-Statutory Assessments

- **NFER Assessments:** Administered termly to assess attainment against National Curriculum expectations in Reading, Maths and Grammar.
- Assessment outcomes are shared with pupils and parents/carers through the termly Learning Passport.

Tracking and Recording Attainment and Progress

Early Years Foundation Stage (EYFS)

- Discussions with feeder settings and parents/carers take place before entry. Home visits are completed by the Early Years Advisory Lead, SENDCo and EYFS Lead.
- Termly data is submitted across all 17 EYFS areas (Met / Not Met).
- Progress and attainment shared regularly with stakeholders.
- Little Wandle phonics assessments completed every 6–8 weeks.
- Termly parent/carers consultations.
- Termly Pupil Progress Meetings.

Year 1

- Assessment across the National Curriculum recorded using Insight.
- Little Wandle phonics assessments every 6–8 weeks.
- Hot Write assessments for writing.
- Termly NFER tests (Reading, Maths, Grammar).
- Termly data submitted (W, R, M, GPS) using B, WTS, EXS, GDS.
- Foundation subjects assessed on Insight.
- Progress and attainment shared with stakeholders.
- Termly phonics screening assessments.
- Termly parent/carers consultations.
- Termly Pupil Progress Meetings.

Year 2

- Assessment across the National Curriculum recorded using Insight.
- Little Wandle phonics assessments every 6–8 weeks.
- Hot Write writing assessments.
- Termly NFER tests and past KS1 SATs materials.
- Data submitted termly (W, R, M, GPS) using B, WTS, EXS, GDS.
- Foundation subjects assessed on Insight.
- Progress and attainment shared with stakeholders.
- End of Key Stage 1 SATs (where applicable).
- Termly parent/carer consultations.
- Termly phonics screening for pupils who did not meet the standard in Year 1.

Years 3, 4 and 5

- Assessment across the National Curriculum recorded using Insight.
- Hot Write writing assessments.
- Weekly spelling assessments.
- Termly NFER tests (Reading, Maths, Grammar).
- Termly data submitted (W, R, M, GPS) using B, WTS, EXS, GDS.
- Foundation subjects assessed using Insight.
- Progress and attainment shared with stakeholders.
- Year 4 Multiplication Check.
- Termly parent/carer consultations.

Year 6

- Assessment across the National Curriculum recorded in Insight.
- Hot Write writing assessments.
- Weekly spelling assessments.
- Termly NFER tests (Reading, Maths, Grammar).
- Termly data submitted (W, R, M, GPS) using B, WTS, EXS, GDS.
- Foundation subjects assessed using Insight.
- End of Key Stage 2 SATs (Reading, Maths, Grammar).
- Termly parent/carer consultations.

Pupil Progress Meetings

Pupil Progress Meetings allow staff to discuss the progress of individuals and groups with the Assessment Lead. These meetings:

- Ensure accountability for attainment and progress.
- Provide opportunities to share effective strategies for supporting pupils.
- Inform planning, intervention design and resource deployment.
- Focus particularly on vulnerable groups (boys, girls, FSM, PPG, SEND, EAL, CiC, service children).

Following these meetings, staff adjust planning, organise targeted interventions and address any concerns.

Tracking

- All staff enter assessment data onto the designated Excel spreadsheet by 9am following assessment week.
- The Deputy Headteacher uploads all data onto Insight Assessment Tracking.
- Insight reports are used to analyse attainment and progress for each cohort, identifying trends and concerns.

- Subject Leads (Maths, Writing, Reading, EYFS, SEND) analyse data for their areas.

Analyses focus on:

- Gender variation
- Pupils eligible for PPG
- Children in Care
- Service children
- Pupils with SEND
- Higher-attaining pupils
- Ethnic background
- EAL learners

Moderation

In-School Moderation

- Part of the teacher Professional Development Cycle.
- Teacher's moderate samples of work within year groups and phases.
- Agreed standards may be collated into portfolios.

SDG Moderation

- Termly moderation with partner schools.
- Focus rotates between Maths, Writing, Reading and EYFS.
- Led by experienced advisors.

Local Authority Moderation

- The school participates in LA moderation cycles for SATs or EYFS assessments.

Evaluation of Data

- The Assessment Lead and Headteacher scrutinise termly data to identify strengths, concerns and whole-school trends.
- Findings inform the Academy Development Plan (ADP).
- Governors receive updates through the Headteacher's Report each term.
- End-of-year evaluations take into account SATs results, Phonics outcomes, Year 4 MTC data, EYFS GLD and internal tracking to shape future priorities.

Parental and Carer Consultation

- Termly consultation meetings provide parents/carers with information on attainment, progress, national comparisons and individual effort.
- Parents review children's work, target sheets and test results where appropriate.
- In the Summer Term, an open evening allows families to view work and discuss the year's progress.
- Additional meetings can be requested by staff or parents at any point.

Throughout the year, parents/carers are encouraged to engage in informal discussions, open afternoons and opportunities to observe learning.

Annual Reports

In the Summer Term, all parents/carers receive a comprehensive report including:

- Attainment in all National Curriculum subjects
- End of Key Stage outcomes (where applicable)
- Phonics Screening Check results
- Year 4 MTC score

- EYFS attainment
- Attendance records