



## **Rationale for Assessment against the National Curriculum**

**We are a rights respecting school:**

**Article 28: (Right to education):** All children have the right to a primary education.

**Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest.

Please note: this rationale is to be read in conjunction with the Thameside Assessment Guidelines. The underpinning principles of assessment are clearly stated in the assessment policy. The overriding principle of good assessment is:

***Assessment (summative\* and formative\*) supports good teaching and learning***

*(\*See appendix 1 for definitions)*

### **Why assess?**

Assessment is designed to evaluate the extent to which pupils have learned and remembered the intended curriculum. Assessment information is used to inform teaching, identify misconceptions, support intervention and ensure that all pupils make strong progress through the curriculum.

Assessment of pupils' knowledge, skills and understanding enables teachers to identify what children know, can do and remember, and therefore determine the next steps in learning. At this school, summative assessment information is collected at four points during the academic year. This data is then analysed by senior leaders and reported to governors three times a year at Assessment Points (APs) 2, 3 and 4.

The purpose of this is to identify pupils at risk of underachievement, monitor the effectiveness of provision and ensure timely intervention and support.

### **How do we assess?**

*A baseline assessment provides practitioners with an effective starting point for understanding children's strengths, needs and prior learning.*

- Children are assessed against the EYFS curriculum on entry to the Foundation Stage (baseline assessment)
- Children who join the school at other starting points are assessed on entry (see next bullet point)
- Teachers use a range of assessment techniques including conferencing, progress testing, Accelerated Reader quizzes, questioning and pupil voice to inform their judgement to support good teaching
- These judgements are recorded onto an electronic assessment tool (Sonar)
- This ongoing information is used to build a clear picture of each child's progress to support good learning
- Children will be assessed against the curriculum for their assigned year group

### **How is assessment reported?**

- The following terms will be used when reporting assessment to parents, governors and external parties.  
**Below ARE** – working below age-related expectations  
**At ARE** – working at age-related expectations  
**Above ARE** – working above age-related expectations
- Governors and external parties will receive reports of the percentage of pupils who are working below, at expected and above in each year group. This will include an analysis of groups, e.g. SEND (Special Educational Needs and Disabilities) and PPG (pupils in receipt of Pupil Premium Grant)

### **What is progress?**

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At Thameside, we believe that progress is:

**Knowing more, remembering more, doing more and feeling more.**

What is good progress?

- ***A child has made good progress when they successfully acquire, retain and apply the knowledge, skills and understanding outlined within their year group's curriculum.***
- We aim to increase the proportion of pupils working at or above age-related expectations while reducing the proportion working below age-related expectations, thereby closing gaps in attainment and progress. This will demonstrate securely good progress over time.

### Appendix 1

**Formative assessment** is ongoing and helps pupils identify their strengths and weaknesses and target areas for improvement. It also supports children to embed learning into their long-term memory. Examples of formative assessment include:

- Conference marking
- Exit tickets in Foundation subjects
- Questioning
- Quizzing
- Together Time in EYFS
- Rapid recall/reasoning lesson prequels
- Observations
- Feedback

**Summative assessment** shows where pupils are at a particular point in time and includes:

- End of year or end of term progress tests
- Pupil progress meetings
- Foundation stage baseline
- Progress checkpoints in EYFS
- Progress checkpoints for Y1 & EYFS maths (for a sample of children)
- Phonics screening
- SEND reviews
- Optional SATs in Years 3-5
- National assessments at the end of Foundation Stage and Key Stage 2

### **KS1 Summative Assessment (End of Year 2)**

**Aim:** Following the removal of statutory KS1 assessments, Thameside uses a combination of teacher assessment, child-friendly practical activities, written tasks and internal assessment materials to inform robust end-of-year teacher assessment judgements (AP4). These judgements are shared with parents and used to shape summer term planning and targeted interventions, ensuring that Year 2 pupils are well prepared for the transition to Key Stage 2 and the Year 3 curriculum. At Thameside, we make the most effective use of assessment in KS1 to determine:

- How securely children have grasped key content from Year 1
- The depth and flexibility of their understanding of Year 2 curriculum content
- Their readiness to access and engage with the Year 3 curriculum

### Further reading

Thameside Assessment Guidelines

Thameside marking and feedback guidelines

[Assessment in KS1.pdf \(atm.org.uk\)](https://atm.org.uk)