



## FLANDERWELL PRIMARY SCHOOL SUMMATIVE ASSESSMENT CALENDAR AND OVERVIEW 2025-2026

	Baseline	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>STATUTORY EYFS</b>	Weeks 1-6 (NFER-Reception baseline assessment)	Weeks 1-6 (Foundation 1 and Reception baseline assessment)	Teacher assessment 1 <sup>st</sup> - 5 <sup>th</sup> Dec		Teacher assessment 9 <sup>th</sup> - 13 <sup>th</sup> Mar		Reception complete the EYFSP between April and June 2026 Teacher assessment across each area 22 <sup>nd</sup> June- 26 <sup>th</sup> June
<b>STATUTORY SATs</b>		Year 6 6 <sup>th</sup> -10 <sup>th</sup> Oct Practice Smart grade tests (2022 SATS)	Year 6 1 <sup>st</sup> - 5 <sup>th</sup> Dec Practice Smartgrade test Year 2 1 <sup>st</sup> - 5 <sup>th</sup> Dec Practice Smartgrade test	Year 6 2 <sup>nd</sup> - 6 <sup>th</sup> Feb Practice Smartgrade test	Year 6 9 <sup>th</sup> - 13 <sup>th</sup> Mar Smartgrade Practice test Year 2 9 <sup>th</sup> -13 <sup>th</sup> March Practice Smartgrade test	Year 6 11 <sup>th</sup> -14 <sup>th</sup> May 2025 End of key stage 2 assessments	Year 2 22 <sup>nd</sup> -26 <sup>th</sup> June Practice Smartgrade test
<b>STATUTORY Multiplication Check</b>	Year 3/4 Weeks 2-3 Multiplication check baseline	Years 3/4 multiplication assessment (13 <sup>th</sup> -17 <sup>th</sup> Oct)	Years 3/4 multiplication assessment (1 <sup>st</sup> -5 <sup>th</sup> Dec)	Years 3/4 multiplication assessment (2 <sup>nd</sup> -6 <sup>th</sup> Feb)	Years 3/4 multiplication assessment (9 <sup>th</sup> -13 <sup>th</sup> Mar)	Year 4 1 <sup>st</sup> June for 2 weeks	
<b>STATUTORY Phonics Screening Check</b>			W/C 1 <sup>st</sup> December Practice Phonics Screen		W/C 9 <sup>th</sup> March Practice Phonics Screen		8-12 <sup>th</sup> June Actual Phonics Screen Check Week
<b>RWInc Phonic Assessments</b>		W/C 13 <sup>th</sup> October- RWI assessments	W/C 8 <sup>th</sup> December- RWI assessments	W/C 2 <sup>nd</sup> February- RWI assessments	W/C 16 <sup>th</sup> March- RWI assessments	W/C 11 <sup>th</sup> May- RWI assessments	W/C 13 <sup>th</sup> July- RWI assessments
<b>Reading NTS</b>			Years 1 -5 1 <sup>st</sup> - 5 <sup>th</sup> Dec <small>*only children off the RWInc Programme in Y1</small>		Years 1 -5 9 <sup>th</sup> - 13 <sup>th</sup> March <small>*only children off the RWInc Programme in Y1</small>		Years 1 -5 22 <sup>nd</sup> June- 26 <sup>th</sup> June <small>*only children off the RWInc Programme in Y1</small>
<b>Grammar and Spelling NTS</b>							
<b>Maths NTS</b>			Years 1 -5		Years 1 -5		Years 1 -5



			1 <sup>st</sup> - 5 <sup>th</sup> Dec		9 <sup>th</sup> - 13 <sup>th</sup> March		22 <sup>nd</sup> June- 26 <sup>th</sup> June
<b>Reading TA judgement</b>			All children 8 <sup>th</sup> - 12 <sup>th</sup> Dec		All children 16 <sup>th</sup> - 20 <sup>th</sup> March		All children 29 <sup>th</sup> June- 3 <sup>rd</sup> July
<b>Maths TA judgement</b>			All children 8 <sup>th</sup> - 12 <sup>th</sup> Dec		All children 16 <sup>th</sup> - 20 <sup>th</sup> March		All children 29 <sup>th</sup> June- 3 <sup>rd</sup> July
<b>Writing TA judgement</b>			All children 8 <sup>th</sup> - 12 <sup>th</sup> Dec		All children 16 <sup>th</sup> - 20 <sup>th</sup> March		All children 29 <sup>th</sup> June- 3 <sup>rd</sup> July
<b>Moderation</b>			TBA with DSAT		TBA with DSAT		TBA with DSAT
<b>SEND reviews and IEPs updated</b>	Baseline- AA to review SEND register	New IEPs sent out- 12 <sup>th</sup> September	IEPs reviewed at parents' meetings- 25.11.26 and 27.11.26	New IEPs sent out- 16 <sup>th</sup> January	<i>Assessment week- assess children against their IEP targets</i>	IEPs reviewed at parents meetings- 20.4.26 and 21.2.26  New IEPs sent out- 8 <sup>th</sup> May	Review of IEPS during SEN meetings: W/C 29 <sup>th</sup> June W/C 6 <sup>th</sup> July



<b>Teacher Summative Assessments:</b> <i>Reading, Writing and Maths</i>	Teachers use a range of evidence ( <i>including but not exclusively the NTS standardised score and performance indicator</i> ) to support their teacher judgement. to make a professional judgement on the child's attainment against the curriculum taught to date. They make a point in time assessment: is the child at the appropriate point in their learning for this point in the year? <ul style="list-style-type: none"> <li>These are recorded on INSIGHT as WTS, EXS and GDS</li> <li>If a child is working outside of their year group Programme of Study (POS) this is recorded with the year group number as follows: 4WTS, 4EXS etc</li> </ul>
<b>Statutory tests: Y6 SATs and Y4 Multiplication test</b>	The Scaled Scores from SATs in Year 2 and 6 are used to support teachers in making an end of year teacher judgement in July. This is entered into INSIGHT Multiplication Check is entered onto INSIGHT (Summative Assessments -Tests-MTC).
<b>NTS tests:</b> <i>Reading and Maths</i>	<ul style="list-style-type: none"> <li>These are inputted into NTS Mark software and a standardised score (See below) and performance indicator are produced.</li> <li>These standardised scores are then inputted into INSIGHT.</li> </ul> <p><b><i>What happens if a child is working below the POS for their year group?</i></b></p> <ul style="list-style-type: none"> <li>A child identified as working below the year group POS sits the NTS test most appropriate to their attainment standard.</li> <li>When the standardised score is recorded the year group appropriate to the paper taken is identified.</li> <li>For some children who are working well below the year group programme of study, they will be working on the Birmingham toolkit. For these children, an assessment will be made in terms of attainment and progress on the Birmingham toolkit.</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>Children are regularly assessed using RWInc assessments and is inputted onto the portal. The diagnostic assessment is used to complete this assessment.</li> <li>Children in Y1 and Y2 children who did not pass the phonic screen will also take part in Phonics Screening checks throughout the year. The screening test scores are recorded separately (Coordinated and tracked by H Wain)</li> </ul>
<b>Targets</b>	<ul style="list-style-type: none"> <li>These are set at the beginning of the year on INSIGHT. They are based on end of previous year assessments and/or end of KS1 data. They are reviewed at each assessment point.</li> </ul>
<b>SEND</b>	<ul style="list-style-type: none"> <li>Support plans are created for each pupil with an EHCP or on SEN support</li> <li>The targets on the support plans are reviewed 3 times a year</li> </ul>

### **NTS Standardised Scores**

NTS Standardised score can be used as evidence to support staff in making their summative judgements.  
*Standardised scores for NTS range from 70-130*

Grade	Thresholds for Standardised score
WTS	70- 93
EXS	94-114
GDS	Greater than 114

### **PROGRESS**

We use data to evaluate progress during the year so that we can work together to identify next steps in learning. Progress can be spiky across the year and the data collected is used as an indicator of how well a child is moving forward in their learning, providing early warning systems to ensure no child falls behind.

Progress is also considered against entry into the key stages.

### **What is expected progress between each term and across the year?**

Progress can be measured in a number of ways.



## 1. Using the teacher's summative judgment

FALLING BEHIND	EXPECTED PROGRESS	MORE THAN EXPECTED PROGRESS
<i>No longer working within the POS and struggling with year group objectives</i>	<b>WTS to WTS</b>	<i>WTS to EXS</i>
<i>EXS to WTS</i>	<b>EXS to EXS</b>	<i>EXS to GDS</i>
<i>GDS to EXS or GDS to WTS</i>	<b>GDS to GDS</b>	

## 2. Drilling down further: using NTS Standardised Scores

- An increase in Standardised Scores: expected progress across a term would mean a child achieves a similar SS, so 100 in Autumn, 100 in Spring etc A child would be judged as making more than expected progress if they achieved a high standardised score
- Below Expected gains would be shown in a similar way with a lower standardised standardised score

<b>FALLING BEHIND or AT RISK OF FALLING BEHIND</b>	EXPECTED PROGRESS	MORE THAN EXPECTED PROGRESS
1. <i>At risk: Performance indicator and teacher judgement remains the same but there is a decrease of -5 or more in the NTS Standardised score between terms and -10 over the year.</i> 2. <i>Falling behind: Performance indicator and teacher judgement decreases eg EXS to WTS</i>	NTS performance indicator and teacher judgment remains the same (WTS to WTS, EXS to EXS or GDS to GDS) with a comparable standardised score from NTS test outcome Eg 100 on entry, 100 in Autumn, Spring and summer.	1. <i>Performance indicator and teacher judgement remains the same but there is an increase of +5 or more in the NTS Standardised score between terms and 10 over the year.</i> 2. <i>Performance indicator and teacher judgement increased eg EXS to GDS</i>

<b>EYFS Teacher Summative Assessments</b>	Teachers use a range of evidence to support their teacher judgement on the child's attainment against the EYFS curriculum taught to date. They make a point in time assessment against the development matters statements. <ul style="list-style-type: none"> <li>These are recorded on INSIGHT as working towards and expected.</li> <li>A baseline assessment is carried out in the first half term to assess if the child is ready to access the learning in Foundation 1 and Foundation 2</li> <li>Every child is assessed at the stage of development using a best fit judgement of the development matters statements.</li> </ul>
<b>Statutory assessment</b>	Teachers assess the children's attainment against the 17 early learning goals and complete the EYFS profile.