



Assessment Policy

Reviewed by the Governing Board September 2026- Due September 2030



Mosaic Federation Assessment Policy

1. Policy Purpose

This policy sets out how Mosaic Federation uses assessment to secure strong progress, identify need early, and ensure all pupils—including those with SEND—receive teaching that is responsive, ambitious and well-matched to their stage of development. It ensures compliance with EYFS statutory assessment, KS1/KS2 assessment requirements, and DfE/Ofsted expectations for curriculum-aligned assessment practice.

2. Assessment Principles

- Proportionate & purposeful: Assessment is never excessive. It is designed to provide *useful* information that directly improves teaching and learning.
- Pedagogy-driven: Assessment is rooted in the federation's teaching principles—responsive teaching, adaptive practice, and precise identification of next steps.
- Inclusive: Assessment supports early identification of SEND, ensures adaptations are made, and tracks progress for individuals and groups.
- Curriculum-aligned: Assessment checks whether pupils have learned the curriculum, not whether they can perform isolated tasks.
- Clear end points: Each subject has defined end points and progression maps. Assessment checks pupils' progress towards these.
- Reliable & consistent: Moderation across the federation ensures accuracy and shared expectations.

3. Pedagogy of Assessment

Assessment at Mosaic Federation is grounded in the following pedagogical approaches:

- Responsive teaching: Teachers use ongoing assessment to adapt instruction, address misconceptions immediately and adjust the pitch of learning.
- Formative assessment as part of teaching: Mini-whiteboards, questioning, retrieval practice, hinge questions and guided groups are used continuously.
- Narrative understanding of the child: Particularly in EYFS, longer narrative observations build a holistic picture of development.
- Clear next steps: Assessment identifies what pupils need to learn *next*, not simply what they have achieved.
- Strand-level analysis: In English and maths, assessment identifies strengths and gaps within specific strands (e.g., arithmetic, inference, place value).
- Progress over time: Assessment is used to understand learning over time, not one-off performance.

4. EYFS Assessment (Nursery & Reception)

4.1 Statutory Baseline

- Reception Baseline Assessment (RBA) completed within the first 6 weeks of school.
- EYFS Baseline: Practitioners gather initial observational evidence to understand starting points across prime and specific areas.
- Speech and Language baseline

4.2 Ongoing Observation & Assessment

- Continuous observation against Nursery and Reception end points.
- Longer narrative observations used to capture significant learning moments, social development, language use and emerging skills.
- Next steps identified weekly and fed directly into provision planning and adult-led learning.
- Assessment informs adaptive teaching, interventions, and enhanced provision.

4.3 Monitoring Progress

- Half-termly review of progress against end points by class teachers.
- Termly SLT data analysis.
- Summative judgments made at Autumn 2, Spring 2 and Summer 2.
- Final assessment against Early Learning Goals (ELGs) determines whether pupils achieve a Good Level of Development (GLD).

5. English Assessment (Years Rec, 1–6)

5.1 Reading

- Phonics assessments every 6 weeks using Read Write Inc. (RWI) assessment materials until pupils complete the phonics programme.
- Salford Reading Test administered Autumn 1, Spring 2, Summer 2 to track reading age and progress.
- Half-termly reading assessments in Autumn 1, Spring 1, Summer 1 to monitor comprehension, fluency and strand-level development.
- Assessment prepares pupils for KS1 and KS2 SATs, ensuring familiarity with question types and reading stamina.

5.2 Writing

- Half-termly writing assessments using federation-wide criteria aligned to curriculum end points.
- Weekly assessment of spelling and grammar through short tasks, dictations or quizzes.
- Moderation across schools twice per year and LA cross moderation ensures consistency and accuracy.

6. Maths Assessment (Years 1–6)

6.1 Arithmetic & Fluency

- Weekly arithmetic assessments tracked to identify gaps and inform targeted teaching (KS2).
- Times Tables Rock Stars (TTRS) used for ongoing times-tables assessment and fluency development.

6.2 Strand-Level Assessment

- Termly maths assessments provide strand-level analysis (e.g., number, calculation, geometry, fractions).
- Supports individual progress monitoring and informs intervention planning.

6.3 Summative Teacher Assessment

- Half-termly teacher assessment in Autumn 2, Spring 2, Summer 2, informed by formative assessment and summative termly tests. This is tracked and evaluated. Pupil data interviews are held with class teachers to review the progress and attainment of individuals and groups of pupils. This ensures interventions, send support and any curriculum gaps are addressed promptly.

7. Wider Curriculum Assessment

Assessment is embedded within curriculum design and includes:

- Enquiry activities that demonstrate disciplinary knowledge.
- Mini-quizzes for retrieval and checking understanding.
- Final outcome products (e.g., models, presentations, written reports) that show application of knowledge.
- Knowledge organisers used to support recall and self-assessment.
- Curriculum outcomes are recorded on a curriculum tracking system which is reviewed by class teachers and subject leaders to identify individual pupil's progress and achievement, cohort and subject gaps and reflect on resourcing and training for staff.
- Assessment is proportionate—only used where it adds value.

8. SEND Assessment

SEND assessment at Mosaic Federation focuses on early identification of need, using classroom observation, screening tools and professional curiosity to quickly recognise emerging barriers, followed by timely access to multi-agency assessment such as Educational Psychology, SALT, OT, CYPS/CAMHS and Social Care when specialist input is required. The federation also provides in-house Speech and Language Therapy and Occupational Therapy, enabling rapid screening, targeted programmes and staff training to support communication, sensory and motor needs. All pupils on SEND Support follow the Assess–Plan–Do–Review cycle, where needs are identified, personalised targets and strategies are agreed with parents, high-quality teaching and intervention are delivered, and progress is reviewed half-termly or termly to adjust provision. This continuous, coordinated approach ensures assessment is purposeful, proportionate and directly linked to improved outcomes for pupils with SEND.

9. Use of Assessment Information

Assessment information is used to:

- Identify pupils at risk of falling behind.
- Plan adaptive teaching and targeted support.
- Monitor progress of individuals, groups (SEND, disadvantaged, EAL) and cohorts.
- Inform pupil progress meetings and federation-wide tracking.
- Support transition between year groups and schools.
- Provide governors with clear, accurate information about attainment and progress.

9. DfE Statutory Assessments

The Mosaic Federation fulfils all statutory assessment requirements set out by the Department for Education (DfE). Statutory assessments provide nationally standardised information about pupils' attainment and progress and ensure consistency across schools. The federation administers, records and reports all statutory assessments in line with current DfE guidance, ensuring accuracy, integrity and compliance.

Statutory assessments include:

- Early Years Foundation Stage (EYFS) Profile at the end of Reception, assessing pupils against the Early Learning Goals.
- Phonics Screening Check in Year 1, with rechecks for pupils in Year 2 who did not meet the expected standard.
- Key Stage 1 (KS1) Teacher Assessments in Year 2 (where applicable, depending on national policy changes), covering reading, writing, mathematics and science.
- Multiplication Tables Check (MTC) in Year 4.
- Key Stage 2 (KS2) Statutory Assessments in Year 6, including national curriculum tests in reading, mathematics and GPS, alongside teacher assessment in writing and science.

The federation ensures all statutory assessments are administered under secure conditions, following DfE test administration guidance. Staff receive annual training to ensure consistency, accuracy and compliance. Assessment outcomes are submitted to the Local Authority within required deadlines and shared with parents/carers in end-of-year reports. Data is used to evaluate school performance, inform curriculum development and support transition between key stages.

10. Moderation & Quality Assurance

- Internal moderation across year groups and schools.
- Cross-school moderation ensures consistency of standards.

- External moderation (LA) supported where required.
- Leaders monitor assessment practice to ensure it remains proportionate, purposeful and aligned to curriculum intent.

11. Roles & Responsibilities

- Teachers: Use assessment to inform teaching, identify next steps and track progress.
- Subject Leaders: Monitor assessment accuracy and ensure alignment with curriculum end points.
- Senior Leaders: Analyse data, monitor groups, ensure statutory compliance.
- Governors: Hold leaders to account for progress, attainment and assessment practice.

12. Policy Review

This policy is reviewed annually to ensure alignment with statutory requirements, federation priorities and Ofsted expectations.