

FRAMEWORK FOR ASSESSMENT

(Measuring of and Reporting on Pupil Performance at The Manor)

Date Policy Reviewed	June 2026		
Date of Next Review	June 2027		
Person(s) Responsible for Review:	Owner:	Approver:	Board Approval:
	Heads of Assessment	DHA	n/a
Related Policies	Assessment Challenge SEND/Learning Support Policy		

This document is designed to provide clear guidelines on our approach to formative and summative assessment, to describe the consistent and coherent approach to recording summative assessment outcomes, to give timings for the reporting to parents and to set out how and when assessment will take place. Please also see the Assessment, Recording and Reporting Policy which can be found on the school's website.

Measuring Pupils' Performance in relation to the school's Aims and Ethos

Assessment is a vital tool that helps us to achieve, in particular, two of The Manor's aims. Namely these are to:

- Enthuse children with a love of learning and the desire to make the very most of their abilities and opportunities
- Promote the intellectual, social, mental, emotional, economic and physical development of pupils.

Whilst a robust process of assessment is in place at The Manor and the pupils are actively encouraged to engage with their own progress, our monitoring of pupils' performance is low key from the pupils' perspective. Pupils are regularly encouraged to work hard, play hard, have fun and be kind.

Purpose of Assessment

The Manor is a broadly non-selective school. Our aim is for each and every child to achieve their academic potential, through a robust framework of timely assessments and appropriate interventions, as well as to experience positive outcomes in terms of both their mental health and wellbeing and their development of extra-curricular interests. When children feel safe, motivated, confident, productive and calm they are more likely to take risks in their learning whilst enjoying a happy childhood. At The Manor, we support children through adaptive teaching, Learning Support provision and pastoral care to ensure that they are able to access their learning, feel success, understand their challenges and therefore have increased positive mental health and wellbeing.

Assessment Approaches

At The Manor we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use four broad, overarching forms of assessment: day-to-day formative assessment, nationally standardised formative assessment, internal

summative assessment and nationally standardised summative assessment. The purpose of formative assessment is to monitor pupil learning and provide ongoing feedback to staff and pupils. The goal of summative assessment is to evaluate student learning at the end of a topic or a period of time by comparing it against a standard or benchmark.

Effective formative assessment enables:

- Teachers to identify how pupils are performing on a continuous basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons
- Pupils to measure their knowledge and understanding against learning objectives set and identify areas in which they need to develop
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment includes marking and feedback, questioning in class, self and peer assessment, quizzes and/or observations as well as nationally standardised tests. Formative assessment will be used to assess knowledge, skills and understanding, inform planning, identify gaps and misconceptions and engage pupils in their own learning. Appropriate support is put in place where needed by classroom teachers and the Learning Support Team.

Effective internal summative assessment enables:

- The Senior Leadership Team, Heads of Subject, Pre-Prep Subject Coordinators and the SENCO to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve progress and attainment
- Individual teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. Whilst the results are not always given to the children, summative assessment is used to provide feedback on how they can improve and encouragement to build confidence and ownership of their own learning
- Parents stay informed about the achievement, progress and wider outcomes of their child across a period of time.

Internal summative assessment approaches used at The Manor include end-of-topic or unit tests, termly writing assessments and reviews for pupils with special educational needs or disabilities. Summative assessment provides vital information for improving future learning and demonstrating improvement over a period of time. Specific external commercial tests work alongside internally produced tests to create an assessment process which is moderated internally where necessary for standardisation and validation. The outcomes, in terms of strengths, areas for developments and next steps, of both formative and internal summative assessments are shared with parents at Parents' Evenings and in the form of reports over the course of the year.

Nationally standardised summative assessment enables:

- The Senior Leadership Team, Head of Assessment, Heads of Subject, Pre-Prep Subject Coordinators and the SENCO to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve progress and attainment
- Individual teachers and Departments to understand national expectations and assess their own performance in the broader national context, to develop appropriate schemes of work and to regularly review resources used to ensure the progress, positives outcomes and engagement of the pupils

- The Head to advise parents on future schools.

Nationally and internationally recognised assessment packages and tools are used widely at The Manor. They offer standardised tests which allow us to compare our pupils' performance against national norms through age-standardised scores. A standardised score of 100 represents the national average mark in each assessment. Age-standardised scores convert a pupil's actual score in the test (the 'raw score') to a standardised score. This score takes into account the pupil's age in years and months, giving an indication of how the pupil is performing relative to other pupils of the same age across the country.

Our methods represent a 'whole pupil' approach to assessment, one that covers ability, attitude and attainment to provide a holistic view of each pupil. This approach provides teachers and senior leaders with the data and insight to:

- Inform teaching and learning
- Track progress effectively
- Provide evidence of progress
- Identify barriers to learning, motivate students and provide them with provision and reasonable adjustments, where needed
- Diagnose and monitor additional educational needs
- Facilitate whole school improvement.

Tracking Assessment

Early Years Foundation Stage / EYFS (Pre-Nursery, Nursery and Reception)

Currently, Tapestry is used as a method of recording progress from Pre-Nursery throughout the Early Years. It is updated at least three times a year. This data is used to track attainment and performance. The Tapestry data is regularly checked to see which children are at risk of falling below the expected level and so need support and which children need challenging and extending. During the termly work scrutiny, findings are moderated and compared with the data on Tapestry. Tapestry grids enable the EYFS Curriculum Coordinator to monitor progress. The document is a working document where pupils across the continuum are monitored in terms of the support and help given.

KS1 (Y1-2) and KS2 (Y3-6)

The iSAMS Assessment Tracker is a specially created computer program which gives us the following information on each pupil, all of his or her marks in every standardised test so that we can follow their progress, area by area. A table is created which makes clear in a colour-coded fashion whether the child is above or below the average for the year group and by what margin.

We are also able to track cohorts of children – by year group; class within the year group; gender; EAL; Learning Support; More Able. This is used by Heads of Subject and Pre-Prep Subject Coordinators to analyse the progress of a chosen cohort, and to look at these particular sub-groups, to ensure that our planning enables progress by all pupils. It also supports our analysis of groups receiving support (for EAL or Learning Support) to ensure that these pupils are achieving the expected progress.

Quest Assessment

Quest Assessment provides a range of reports, including combination reports, which allow comparisons to be made across year groups, genders, pupil groups, and assessment windows. These reports support the analysis of attainment, progress, and cognitive potential, helping staff identify pupils who are exceeding, meeting, or not yet meeting expectations.

Assessment information is shared during September transfer meetings to support continuity between year groups. Throughout the year, pupil progress is discussed in regular Section Meetings, with Learning Support staff contributing to the identification, implementation, and review of appropriate interventions and provision.

Assessment Analysis

At The Manor there is an ongoing programme of assessment analysis and tracking of pupil progress. We are delighted with the progress shown by our Year 6 leavers since they joined the school in Reception. To see the results, destination senior schools and scholarships achieved by our Year 6 children, please visit the [Academic Results](#) page of our website.

Assessment results are followed up by subject/pupil analysis. The Head of Assessment, Deputy Head Academic, the Head of Pre-Prep, EYFS Curriculum Coordinator, Heads of English, Maths, Science and their Pre-Prep Coordinators, EAL, SEND/Learning Support and Highly Able Coordinators discuss interventions in Weekly Section and Planning Meetings and review and analyse data regularly.

The Highly Able Register is updated regularly as a result of assessments (both internal and nationally standardised) and teacher observations, as are the Learning Support profiles.

Types of Assessment across the School

Early Years Foundation Stage

We measure pupils' performance in a number of ways:

- Throughout the Early Years, internal baselines are used to provide starting points for the pupils regularly throughout the year. We continually informally assess the children through observations. Evidence is collated through short written observations, photos and samples of child initiated work. There are various checkpoints within the curriculum guidance to ensure children are on track in reaching their milestones. This information is used to update Tapestry and to track progress.
- The Two Year Old Check which also involves the pupil's Health Visitor. The check is used as a baseline and to track 'value added' at the end of the EYFS when the EYFS Profile is completed. This is added to iSAMS.
- The WellComm Language Screening Toolkit is used in Nursery and, where appropriate, in Pre-Nursery to assess children's speech, language and communication skills. The screening identifies strengths and areas requiring support, enabling targeted interventions to be planned and progress in communication and language development to be monitored over time.
- At the start of Reception the Quest Baseline is completed as well as teacher baselines to add to Tapestry. This provides a starting point for Reception and is analysed to identify more able and less able groups. This is used for groupings and extra support.
- The Early Years Foundation Stage Profile (EYFSP) is a statutory requirement to be finalised in the final term of Reception. This is currently based on teacher assessments and observations and knowledge of each child. The profile consists of 17 areas of learning. Each child is assessed as 'emerging' or 'expected' in each of the areas. Data is added to iSAMS.

Early Years:

	Autumn	Spring	Summer
Pre-Nursery	Learning Journey Observations 2 Year Old Checks, WellComm Toolkit, where applicable Tapestry		
Nursery	WellComm Toolkit Learning Journey Observations Writing assessments ongoing Tapestry including checkpoints Ongoing Informal Assessments		
Reception	Quest Baseline Writing	Writing	EYFS Profile data Writing
	Learning Journey Observations Tapestry Essential Letters and Sounds Assessment Ongoing Informal Assessments WellComm Toolkit, where applicable		

KS1 and KS2:

	Autumn	Spring	Summer
Y1	Quest: English and Maths Writing Assessment Essential Letters and Sounds Assessment	Quest: English and Maths Writing Assessment Essential Letters and Sounds Assessment	Quest: English and Maths Writing Assessment RAP: Single word and Passage reading assessment Essential Letters and Sounds Assessment Phonics Screener
Y2	Quest: English and Maths Writing Assessment Essential Letters and Sounds Assessment RAP: Single word and Passage reading assessment	Quest: English and Maths Writing Assessment Essential Letters and Sounds Assessment RAP: Single word and Passage reading assessment	Quest: English and Maths Writing Assessment Essential Letters and Sounds Assessment RAP: Single word and Passage reading assessment Dyslexia Screener (for all children)
Y3	Quest: English and Maths Writing Assessment RAP: Single word and Passage reading assessment QCP (Quest Cognitive Potential) Dyslexia Screener (for new children)	Quest: English and Maths Writing Assessment RAP: Single word and Passage reading assessment	Quest: English, Maths and Science Writing Assessment RAP: Single word and Passage reading assessment
Y4	Quest: English and Maths Writing Assessment	Quest: English and Maths Writing Assessment	Quest: English, Maths and Science Writing Assessment



	RAP: Single word and Passage reading assessment QCP (Quest Cognitive Potential) Dyslexia Screener (for new children)	RAP: Single word and Passage reading assessment	RAP: Single word and Passage reading assessment
Y5	Quest: English and Maths Writing Assessment RAP: Single word and Passage reading assessment QCP (Quest Cognitive Potential) Dyslexia Screener (for all children)	Quest: English and Maths Writing Assessment RAP: Single word and Passage reading assessment	Quest: English, Maths and Science Writing Assessment RAP: Single word and Passage reading assessment
Y6	Quest: English and Maths Writing Assessment RAP: Single word and Passage reading assessment QCP (Quest Cognitive Potential) Dyslexia Screener (for new children)	Quest: English and Maths Writing Assessment RAP: Single word and Passage reading assessment	Quest: English, Maths and Science Writing Assessment RAP: Single word and Passage reading assessment

Each year, we consider the needs of the children, and the cohorts of children, and so there may be changes to the assessments listed above accordingly.

These tests are written to comply with the National Curriculum (2014) and assess the following skills:

Cognitive Potential Assessment	A Cognitive Potential Assessment looks at how a child thinks, reasons and learns, rather than what they have been taught. It helps us understand a child's underlying strengths and learning profile and can be useful when comparing cognitive ability with attainment to identify areas where additional support or challenge may be beneficial.
Quest: Reception Baseline	Adaptive baseline assessment of early Literacy, Mathematics, and Communication and Language skills, complemented by practitioner observations of Personal, Social and Emotional Development, to establish children's starting points on entry to Reception.
Dyslexia Screener	Identifies dyslexic tendencies in pupils aged 5-16+ years and recommends intervention strategies to help them achieve their potential.
Essential Letters and Sounds	ELS is built upon the latest research and understanding about <i>how</i> children learn to read, <i>how</i> we ensure that this stays in their long-term memory and <i>how</i> to get the best outcomes for all learners.
Quest Progress Test in English	Grammar, punctuation and vocabulary; Reading and Spelling.
Quest Progress Test in Maths	Arithmetic and Mathematical Reasoning.
Quest Progress Test in Science	All areas of the Science curriculum.
Reading Assessment Programme (RAP)	A simple and effective online assessment tool designed to assess pupils on their GPC Accuracy, Decoding Accuracy and Fluency Levels (Word Correct Per Minute).
Writing Assessment	Writing is assessed termly through an unaided writing task completed by all pupils. Each piece is assessed using the school's own writing criteria, which are linked to the National Curriculum



	expectations for the relevant year group. Outcomes are recorded on progress tracking documents and used to monitor pupils' attainment and progress in writing over time.
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Reporting to Parents

All results feed into regular reports to parents; both written reports and face to face parent-teacher meetings. Assessment results are used to inform teachers' own understanding of their pupils, and allow fine-tuning of planning for the progress of both cohorts and individual pupils.

The CATs (Cognitive Ability Tests) are also used by the Head when talking to parents about future schools and in the Head's Reports to Senior Schools.

Reporting Schedule*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PN	Parents' Evening			Parents' Evening		Progress Summary
	Tapestry					
N		Parents' Evening		Parents' Evening		Full Report
	Tapestry					
R	Parents' Information Evening Parents' Evening			Parents' Evening		Full Report
	Tapestry					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Parents' Information Evening	Parents' Evening		Parents' Evening		Full Report
Y2	Parents' Information Evening	Parents' Evening		Parents' Evening		Full Report
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	Parents' Information Evening	Parents' Evening <i>Form Teacher, English and Maths</i>		Parents' Evening <i>All Subjects</i>		Full Report
Y4	Parents' Information Evening	Parents' Evening <i>All Subjects</i>		Parents' Evening <i>Form Teacher, English and Maths</i>		Full Report



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	Parents' Information Evening	Parents' Evening <i>All Subjects</i>		Parents' Evening <i>Core Subjects</i>		Full Report
Y6	Parents' Information Evening Parents' Evening <i>Core Subjects</i>		Parents' Evening <i>All Subjects</i>			Full Report

*This may be subject to change.

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