Guidance and Information Booklet One

2025-2026

Assessment timetable, judgements to be used and Insight requirements

Red text -updates for 25-26

**The Basics**

**Starting out on Insight**

As a Trust we have regular (every full term) trust wide check in points that look at streamlined sets of data. All data goes [onto Insight](https://app.insighttracking.com/login)

You will need a log in for Insight which you can get from your assessment lead

**Insight training for new members of staff (online)**

This year (Autumn term 2025) training is on:

**Thursday** **2nd October 2025 4:00-4:45pm**

This session will look at an introduction to Insight, help you navigate your way around entering data and the basics of producing reports for you as a class teacher or middle leader. It is suitable for those who are new to Insight or who want a refresher.

**Thursday 9th October 2025 4:00 – 4:45**

This session looks in more detail at producing reports, and is most suitable for those who are English and maths leads, assessment leads or senior leaders, although anyone is welcome.

**Phonics please see booklet 2**

Phonics is assessed for Rec and year 1(and those relevant in year 2) every full term as part of your regular placement assessments in your phonics scheme.

A phonics assessment is also completed for Reception as part of our Trust baseline.

We do not require additional phonics screener ‘mocks’ at any time, however if you wish to do these, this is a local decision and there is a facility to put these onto Insight.

Every half term we ask phonics leads along with teachers to enter onto Insight a simple Y or N as to whether the child is on track to pass the phonics screener

**No More Marking (for writing) please see booklet 5**

We also use **comparative judgement** for writing for each year group, once per year. This is done through the organisation [No More Marking](https://www.nomoremarking.com/?countryCode=GB). NMM have been trialling the use of AI to assess pieces of writing which we will also be doing.

No More Marking have pre recorded [introduction webinars](https://www.nomoremarking.com/demo?countryCode=GB) if you are new to this. Please take some time to watch these and familiarise yourself with how it works. Please also ask your English leads.

**22nd September 4:00pm** is an online webinar from NMM giving updates on what is new for 2025-2026 – assessment and English leads are expected to attend. Please sign up [here](https://www.nomoremarking.com/events?countryCode=GB)

**NFER/QUEST please see booklet 4**

Every full term years 2-5 complete NFER/QUEST tests in reading and maths. We only collect the scaled scores, which can be used to review attainment and progress.

You can enter data directly onto the NFER website if your school requires this. Please ask your assessment lead for a log in

Yr 1 – there is no Autumn term NFER test for this year group so these pupils complete a maths assessment from White Rose (recorded as a %) and use the phonics placement assessments for reading. If you have elected to do QUEST they do have yr 1 autumn term assessments

**SATS**

Yr 6 only complete past SATS papers (raw and scaled scores entered)

**EYFS please see booklet 6**

These pupils are assessed at the end of Autumn 1 (for baseline) mid-year – at the end of Spring 1 and then at the end of summer 2, as the EYFSP submission to LA for Reception

**Trust Assessment Lead**

The assessment lead for the primary schools in the Trust is Lucy Ellis ([lellis@tcset.org.uk](mailto:lellis@tcset.org.uk)) please get in touch if you have any questions that school based staff can’t answer.

If you want to add any new functions to Insight please get in touch with Lucy to discuss

**Part 1 Assessment Timetable**

The tables below show the assessment timetable for all year groups.

**Important aspects to note:**

* All schools in the Trust will be completing **two national writing** assessment per year linked to [No More Marking](https://www.nomoremarking.com./) and the use of comparative judgement
* Judgements from NMM will have a proportion marked by AI – NMM themselves recommend 90% AI and 10% human. TCSET also recommend this.
* There must be a pupil progress meeting each full term
* Any writing assessments, including those done through NMM and AI, should be discussed.
* Tests for reading and maths are done each term either through NFER or online through QUEST (for 2025-2026 at the school’s discretion). Both these produce a very similar scaled score.
* Test papers (NFER/QUEST) for reading and maths will have a gaps analysis conducted
* We do NOT collect teacher assessments for reading or maths

Please ensure all data required is entered onto each school’s assessment system by the given dates as this data is used to inform work and to provide information to local governing bodies and Trustees.

**Part 2 Our assessment system**

All judgements made will be made ‘in the present’ linked to the KPIs that they have covered so far. Therefore, this system is both actual and predictive and should use the principles of ‘best-fit’, hence the working ‘within’ terminology during the year.

**Explanation of terminology and shortened forms to judge attainment**

Our ‘common language’ is explained below. Whether a judgement is made during the year or at the end of an academic year, the same terminology and shortened forms will be used to record attainment. Our language and terminology is aligned with the national language.

|  |  |  |  |
| --- | --- | --- | --- |
| **Year group** | **Half term** | **Assessment Task** | **Final Date** **for data to be on Insight** |
| **Nursery** | **Autumn 1** | Trust baseline – 4 areas (based around 3 yr old check) | 10/10/2025 |
| **Reception** | National Reception Baseline assessment ‘The RBA’ (does not go on Insight)  Trust baseline – 6 areas  Phonics teacher assessment (this is part of word reading in Baseline) | 10/10/2025 |
| **3** | **National NMM writing yr 3**  29 Sept 2025 Stimulus released  6-10 Oct 2025 Writing window  20 Oct to 31 Oct 2025 Judging window  7 Nov 2025 results published | 07/11/2025 |
|  |  |  |  |
| **Rec** | **Autumn 2** | Phonics teacher assessment Reception | 12/12/2025 |
| **1** | Phonics (local scheme - teacher assessment) (this is the reading assessment) Yr 1 | 12/12/2025 |
| White Rose maths standardised score Yr 1 | 12/12/2025 |
| **2** | Phonics teacher assessment for relevant yr 2 pupils | 12/12/2025 |
| **2-5** | NFER/QUEST ALL year groups 2, 3, 4, 5, Maths and Reading scaled scores only | 12/12/2025 |
| **6** | KS2 2024 Reading and Maths (GPS optional) raw and scaled scores | 12/12/2025 |
| **1-6** | Writing teacher assessment | 12/12/2025 |
| **5** | **National NMM writing yr 5**  3 Nov 2025 stimulus released  10-14 Nov 2025 Writing window  24-28 Nov 2025 Judging window  5 Dec 2025 results published | 05/12/2025 |
| **6** |  | Adjusted targets for Yr 6 submitted for reading, writing maths and combined | 12/12/2025 |
|  |  |  |  |
| **Nur** | **Spring 1** | Mid year EYFS check 4 areas | 06/02/2026 |
| **Rec** | Mid year EYFS check in 6 areas | 06/02/2026 |
| **1** | **National NMM writing yr 1**  5 Jan 2065 stimulus released  12-16 Jan 2026 Writing window  26-30 Jan 2025 Judging window  6 Feb 2026 results published | 06/02/2026 |
| **4** | **National NMM writing yr 4**  12 Jan 2026 stimulus released  19-23 Jan 2026 writing window  2-6 Feb 2026 Judging window  13 Feb 2026 results published | 13/02/2026 |
|  |  |  |  |
| **Rec** | **Spring 2** | Phonics teacher assessment | 20/03/2026 |
| **1** | Phonics teacher assessment | 20/03/2026 |
| **2** | Phonics teacher assessment for relevant yr 2 pupils | 20/03/2026 |
| **2** | **National NMM writing yr 2**  9 Feb 2026 stimulus released  16-27 Feb 2026 writing window  9-13 March 2026 judging window  20 March 2026 results published | 20/03/2026 |
| **1-5** | NFER/QUEST test reading and maths – scaled scores only | 20/03/2026 |
| **6** | SATS test from 2025 raw and scaled scores - reading and maths (GPS optional) | 20/03/2026 |
| **1-6** | Writing teacher assessments | 20/03/2026 |
| **6** | **National NMM writing yr 6**  16 Feb 2026 stimulus released  2-6 March 2026 writing window  16-20 March 2026 judging window  27 March 2026 results published | 28/03/2025 |
| **6** | Final adjusted targets for yr 6 SATS 2026 reading, writing maths combined | 27/03/2026 |
|  |  |  |  |
| **Yrs 1-5 writing** | **Summer 1** | **National NMM summer assessments (NEW)**  5 May 2026 stimulus released  11-15 May 2026 writing window  1-6 June 2026 judging window  19 June 2026 results published | 19/06/2026 |
| **6 NMM writing redraft** | **National NMM writing Yr 6 redraft (NEW)**  Stimulus from February  13-17 April 2026 writing window  27 April – 1 May 2026 judging window  8 May 2026 – results published | 08/05/2026 |
| **6** | SATS 11-14 May 2026 |  |
|  |  |  |  |
| **Nur** | **Summer 2** | End of year development check 6 areas | 10/07/2026 |
| **Rec** | **EYFSP – 17 ELG**  Lambeth deadline is 26 June 2026 (tbc)  Southwark deadline is 26 June 2026 (tbc) |  |
| **Rec** | Phonics teacher assessment | 10/07/2026 |
| **1** | **Phonics screener between 8 and 12 June 2026**  Southwark – phonics deadline is 19 June 2026 (tbc)  Lambeth – phonics deadline is 26 June 2026 (tbc) | 15/06/2026 |
| **2** | Phonics screener for relevant yr 2 pupils between 8 and 12 June 2026 | 15/06/2026 |
| **4** | **MTC between 1 and 12 June 2026**  Results published on 22 June 2026 in the ‘view pupil results’ section of the MTC service | 22/06/2026 |
| **1,2,3,4,5** | NFER/QUEST tests - reading and maths scaled scores only | 10/07/2026 |
| **1-5** | Writing teacher assessment | 10/07/2026 |
| **5** | Target setting for Yr 6 2027 (discuss in yr 5 pupil progress meeting) | 22/07/2026 |
| **6** | SATS results released 7 July 2026 (tbc) | 07/07/2026 |
| **6** | SATS writing assessments on Insight | 19/06/2026 |
| **6** | Writing submitted to LA  Southwark – 24 June 2026 by 1pm (tbc)  Lambeth – 26 June 2026 (tbc) |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Terminology** | **Explanation** | **National**  **Assessment Code** | **Insight** |
| **Working at or within Greater Depth** | Working at greater depth within the expected standard. | **GDS** | **GDS** |
| **Working at or within the Expected Standard** | Working within or at the expected standard. | **EXS** | **EXS** |
| **Working towards the Expected Standard** | Working towards the expected standard but working **within the year group expectations** at a low level. E.g. a year 4 child working within yr 4 expectations but at a low level | **WTS** | **WTS** |
|  | | |  |
| **All other pupils working below WTS (out of year group)** | This category is for any judgement which is below Working Towards | **PKS 1-6**  **EN** | **WB5**  **WB4**  **WB3**  **WB2**  **WB1**  **WBR**  **EN** |

**Assessing pupils who are attaining well below their year group**

Within TCSET pupils who are working outside of their year group are working ‘well below’ national expectations. To enable more in-depth analysis, ‘well below’ has been sub-divided , so you indicate well-below using WB and the number corresponds to the year that child’s attainment falls within.

For example:

* year 4 child working within a year 3 (WB3) or year 2 (WB2) expectation
* year 2 child working with Reception would be WBR
* year 5 child working within yr 3 would be WB3

|  |  |  |
| --- | --- | --- |
| **Year group** | **TCSET Insight assessment** | **National** |
| Rec | WB |  |
| 1 | WBR |  |
| 2 | WB1, WBR |  |
| 3 | WB2, WB1, WBR |  |
| 4 | WB3, WB2, WB1, WBR |  |
| 5 | WB4, WB3, WB2, WB1, WBR |  |
| 6 | WB5, WB4, WB3, WB2, WB1, WBR | PKS 1-6 or EN |

**Cherry Gardens Branch Maps**

For the purposes of reporting national assessments at the end of year 6, we are required to use the ‘pre key stage’ standards and the ‘Engagement Model’. Pre-Key Stage standards are for pupils who are working below the overall **standard** of national curriculum assessments, but who are engaged in subject-specific study.

The standards are not linked to specific points in time and there is no expected rate of progress through them. The pre-key stage standards focus on certain key aspects of English reading, English writing and mathematics for the specific purpose of statutory end-of-key stage assessment.

Those children working within the Engagement Model, (likely those pupils who are about to go to a specialist provision) will only be assessed within this general heading. Leaders will need to ensure that individualised programmes are provided and tracked for children working at this level.

|  |  |  |  |
| --- | --- | --- | --- |
| [**Pre-key stage standards:**](https://assets.publishing.service.gov.uk/media/633d664ad3bf7f58733e2c43/2021_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_assessment_standard.pdf) | This includes all pupils working below the standard of national curriculum assessment engaged in subject-specific study.  ***For reference:***  Standard 6 = Expected standard at KS1 for a KS2 child  Standard 5 = Working towards expected standard (KS1) for a KS2 child | **PKS 1-6** | **WB5**  **WB4**  **WB3**  **WB2**  **WB1**  **WBR** |
| [**Engagement Model**](https://www.gov.uk/government/publications/the-engagement-model/the-engagement-model) | This is used to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2). | **EN** | **EN** |

**In year attainment judgements**

**During the year** therefore, children will be expected to be judged against one of the following judgements:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Well below**  (out of year) | **WTS**  (within year group  expectations but low) | **EXS** | **GDS** |
| **Insight** |  |  |  |  |
| **Rec** | **WB** | **WTS** | **EXS** | **-** |
| **1** | **WBR** | **WTS** | **EXS** | **GDS** |
| **2** | **WB1**  **WBR** | **WTS** | **EXS** | **GDS** |
| **3** | **WB2**  **WB1**  **WBR** | **WTS** | **EXS** | **GDS** |
| **4** | **WB3**  **WB2**  **WB1**  **WBR** | **WTS** | **EXS** | **GDS** |
| **5** | **WB4**  **WB3**  **WB2**  **WB1**  **WBR** | **WTS** | **EXS** | **GDS** |
| **6** | **WB5**  **WB4**  **WB3**  **WB2**  **WB1**  **WBR** | **WTS** | **EXS** | **GDS** |

**Children joining after the start of the academic year who do speak English**

It is expected that when a child starts they are included in the next round of assessments. In addition to this, office staff need to:

* Ensure that their entry date to the school is accurately entered on Bromcom
* Ensure any assessments from their previous school are gathered
* Ensure that previous key stage data (where available given impact of Covid) is gained from the child’s previous school or accessed via Get Information about Pupils (part of the DfE sign in facility)

**Junior Schools**

Now that SATS are no longer used, please request any NFER/PIRA/PUMA standardised scores that infant feeder schools may use as well as the teacher assessments. As well as using year two data from the Infant School, all Junior schools will use the assessments towards the end of Autumn term as their baseline which includes completing NFER tests in reading and maths, teacher assessments in writing and a No More Marking national trial in writing.

We recognise that pupils coming from a separate infant school into year 3 of a junior school can take a dip in attainment, however a baseline at the end of the autumn term, after they have been with you for a term, should give reliable and valid data. As with other year groups, we don’t expect many children to fall backwards after that term.

**Transferring to years one to six in September**

As we don’t collect teacher assessments for reading and maths, the NFER scores for the summer term tests stand (see below for guidance)

|  |  |
| --- | --- |
| **NFER /QUEST test boundaries are** | **For PP meetings and target setting** |
| **Score** | **Score** |
| **116+ (GDS)** | **118+ GDS** |
| **106-115 (EXS+)** | **112-117 GDS cuspy** |
| **95-105 (EXS)** | **98-111 EXS** |
| **85-94 WTS** | **90-97 EXS cuspy** |
| **85-89 WTS** |
| **<85 well below** | **<85 well below** |

Any anomalies in test scores should be discussed during the summer term pupil progress meeting. NFER/QUEST tests, if delivered correctly, provide a reliable and valid assessment of a pupil, so few pupils should have large drops in attainment when the autumn term tests are completed.

There may be a few pupils who have not made progress. These will be the focus for the autumn term pupil progress meetings.

The exception to this *could b*e year three pupils coming from a separate infant school (please see above)

Writing assessments at the end of the academic year are informed by performance for that term and any NMM data from the year. They are also moderated. Therefore, these are also considered to be reliable and valid judgements so we would not expect a large drop in attainment in the autumn term.

**Transferring to year one from Reception in September**

We look at the % of pupils who achieved ‘expected’ for the ELGs in reading, writing and number as the starting point.

The year one assessments for autumn term, review very different content domains but what we are most interested in is their grasp of number concepts and their phonics. For this reason, we use the phonics teacher assessment as the year one autumn term reading assessment and also White Rose Maths for year one maths assessment.

For writing – this is teacher judgement (national NMM trial for yr 1 happens in Spring term). Please moderate these judgements.

We do often see a small dip in attainment between summer and autumn but it should not be a large swing.

**Internal Pupil Progress Meetings (PPMs)**

Internal pupil progress meetings are held once per full term (likely towards the end), so that children’s learning can be targeted accurately. These allow the team to target pupils for additional support. How these meetings are run sits locally

**Guiding Principles for the meeting**

* Teachers already know the actions they are going to take before the meeting starts and will discuss these.
* Leaders will also have looked at the data prior to the meeting with a focus on PPG and SEND pupils and the gap between these groups and ALL pupils
* More time should be spent discussing those pupils who are cuspy at EXS or GDS, or where teacher assessment and NFER/QUEST scores don’t match up
* The impact of the term’s interventions and support will be discussed
* Future interventions and support will be discussed and agreed