



English Assessment & Improvement at Ivanhoe

Assessment in English

Assessment is used to understand what pupils know, identify misconceptions and gaps, plan next steps and evaluate the impact of teaching. It is not an end in itself.

Reading assessment

- NTS Reading assessments are used termly from Year 2 to Year 6.
- PM Benchmark provides diagnostic information, particularly in Year 2.
- RWI/Fresh Start assessment supports phonics and decoding decisions.
- The whole-school fluency rubric supports consistent assessment of reading fluency.
- Oxford Ready to Move information supports appropriate book selection and challenge.

Writing and transcription assessment

- Teachers assess writing through everyday classroom evidence and independent writing.
- Whole-school writing moderation supports consistent expectations and professional dialogue.
- Spelling, punctuation and vocabulary are monitored as important aspects of independent writing.
- Handwriting and presentation are reviewed against the school's agreed progression and non-negotiables.

Our four English improvement priorities for 2026–27

Year group	English journey
Reading Fluency	Embed a consistent whole-school approach so pupils move from accurate decoding towards automatic, appropriately paced, expressive and understood reading.
Vocabulary & Reading Comprehension	Strengthen vocabulary knowledge and pupils' ability to retrieve, infer, explain, summarise and discuss what they read.
Spelling & Punctuation – Accuracy and Application	Improve the accuracy and transfer of taught spelling and punctuation knowledge into independent writing.
Closing Gaps & Increasing Greater Depth	Identify pupils who need additional support quickly and provide precise intervention and challenge for pupils capable of greater depth.

Moderation and professional development

Whole-school writing moderation provides a regular opportunity to identify strengths, patterns of error and priorities for teaching.

How we evaluate impact

We consider multiple sources of evidence, including pupil work, assessment information, moderation, reading records, fluency evidence, lesson visits, pupil voice and the progress of identified groups. We use this evidence to refine teaching and direct support.

Our improvement principle

We aim to identify need early, respond precisely and evaluate whether the response has made a difference.