# PRIMARY ASSESSMENT POLICY

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|---|---|
| Policy Owner | Sara Tirrell (Senior Associate School Leader) |
| Adopted by Trust Board | [if required] |
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## 1. CORE VALUES

At Reach South Academy Trust, our actions and our intentions as school leaders are guided by our Core Values:

**Inclusivity**
Reach South is for all children. We recognise that some children will face greater barriers to their learning and development than others. This may be due to any number of challenges, including cultural, social, domestic, physical or cognitive. We are committed to helping all children, particularly the most vulnerable, to overcome these so that they can grow and thrive to be well rounded, healthy, educated citizens.

**Promoting social mobility**
This is a fundamental driver for Reach South Academy Trust. Although we recognise that each school's context and history informs our approach, this is never an excuse for accepting mediocrity or poor performance. An inclusive approach requires an explicit commitment to improving social mobility for all children. To do this, we insist on:

- high standards of educational achievement;
- high standards of social skills and interpersonal skills;
- high standards of communication skills;
- high standards of critical thinking, problem solving and creativity; and
- understanding of society, economy, environment and an appreciation of contribution and participation.

**Serving our local communities**
Children's education cannot be isolated from their social context and, in particular, their family and peer environment. To raise a child's aspirations beyond their expectations, we must also raise the aspiration of their families and the wider community. Community engagement is not an additional activity that successful schools do; it is fundamental to how they work. Beyond that though, we embrace the fact that the school exists to serve its community; it belongs to the community. Each of our academies will ensure that the curriculum reflects the needs and uniqueness of its community.

**Believing in the potential of our young people**
Aspiration is a precursor to self-improvement; it is not sufficient in itself but limited aspiration will limit achievement. It is our duty to believe in the potential of all of our children and to make that belief infectious. We need the community to believe in their children, and we need the children to believe in themselves. Aspiration itself becomes a driver and a motivator for educational achievement and personal success.

**Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development**
We educate children to improve their own life chances and opportunities, but we also educate them as trusted members of a community and a global society. Through education, we want to make a contribution to securing a society capable of developing, evolving, improving and being sustainable.

**All policies adopted by Reach South Academy Trust schools will drive to embed these values into our day to day practice and support schools to deliver an outstanding educational experience for all pupils, every day.**

**Reach South Academy Trust strongly advocate a work life balance for Academy staff and that Assessment practices should not create unreasonable or unnecessary work for teachers/leaders.**

## 2. INTRODUCTION & OVERARCHING PRINCIPLES

**High standards of educational achievement**
*Education is about much more than formal test and examination grades. Assessment and examination is, however, a measure of each individual's mastery of skill, knowledge, attitudes and readiness to progress to the next stage of learning, work and life. Formal educational achievement provides young people with opportunities and choices. We have a duty to make sure that our young people are as well placed as they can be to access those opportunities and choices.*

(Reach South Curriculum Principles, 2019)

The most recent DFE guidance document (2016) regarding good practice in Multi-Academy Trusts (MATs) highlights case-studies of both new and well established MATs of varying sizes to provide examples of how these organisations have demonstrated the "Nine characteristics of successful Multi Academy Trusts" (Carter, 2015). The guidance does stipulate that MATs should standardise the way that they collect and use information in order for Trustees to compare and evaluate school performance in order to "hold school leaders to account for performance" (p.36).  The implication is that the processes that are used to assess pupil performance should be standardised to enable Trustees to compare their schools reliably. In practice, this translates as using standardised testing and summative assessment practices across a MAT, collecting and analysing the test results, and then using this information as a benchmark for comparison.

Reach South Academy Trust is committed to embedding John Hattie's approach to "Visible Learning" across all our schools. Whilst this approach acknowledges the importance of testing in the school assessment cycle, it stipulates that this is just one element of the Assessment process. Assessment complements and assists teaching and learning; it plays an integral part in teachers planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning and should enable teachers to assess the extent to which a child has achieved the intended learning. Reach South encourages schools to adopt strategies with proven positive effect sizes (e.g. feedback) to formatively assess their pupils and use this information, alongside standardised testing, to make robust judgements on pupil achievement.

**All Reach South Schools are expected to have a Formative Assessment Policy in place which specifies the systems and procedures that each school uses for ongoing teacher assessment. It is expected that schools should devise a policy which complements the summative procedures outlined within this policy. This policy should cover key areas within Formative Assessment (Visible Learning).**

Reach South Academy Trust has devised a set of criteria, based on National Curriculum (2014) objectives, in reading, writing and maths. Taken together, the criteria is a 'summative' collection of what skills, knowledge and concepts a child working at age related levels should have acquired by the end of the year. It is by no means the full range, breadth or depth of what a child should have learnt and mastered. Both attainment and progress assessments are made by teachers using their professional judgement but these must stand up to rigorous scrutiny by leaders and moderation with colleagues within and across schools.  All Reach South schools will be expected to participate in cross school moderation to quality assure their judgements on attainment and progress.

Reach South Academy Trust assert that the use of standardised assessment criteria and judgements guidance, along with rigorous moderation processes, will decrease the requirement for reliance on testing.  This approach will include the use of trust-trained *moderation champions*, practitioners who are trained to ensure that judgments made by practitioners are consistent across schools

## 3.    ACCOUNTABILITY & COMPLIANCE

Head teachers and senior leaders, the Strategic School Leadership Team and certain members of the Executive Team have been widely consulted in formulating this policy, which will guide and inform our practice across the Trust.

It is an expectation that all Reach South Primary schools will adopt the contents of this policy and that they will:

- make reference to this policy in their own policies regarding all aspects of Teaching and Learning;
- establish systems to monitor adherence to the policy and all expectations outlined within;
- comply with the external scrutiny of, and moderation of their own assessment systems and practices, including how data is managed and kept secure

In addition to the Reach South Assessment Policy, schools will adopt, and regularly review, their own policies regarding:

- Teaching and Learning
- Curriculum – Intent, Implementation and Impact
- Formative Assessment, Marking and Feedback
- Early Years Foundation Stage
- Special Educational Needs and Disabilities
- Data Protection and Privacy Notice


## 4.    AIMS

To have a system that enables the Trust (Central Team and schools) to:

- inform teachers of pupil achievement to facilitate: effective planning and teaching, additional support and deployment, curriculum development and resources;
- inform pupils of their progress and next steps;
- inform parents and the wider community of pupil achievement;
- enable targeted intervention and support to be implemented without delay, ensuring that every child and every school is better placed to secure the best possible outcomes;
- have a secure understanding and knowledge of how well schools are performing;
- make judgements about the effectiveness of schools;
- gain intelligence about areas and sources of outstanding practice so that this can be disseminated;
- make decisions and prioritise the work of the strategic school leadership team to enhance and add capacity;
- ensure that Assessment judgements made by teachers in the Trust are accurate and reliable;
- comply with statutory requirements


## 5.    ROLES & RESPONSIBILITIES

- **Pupils:** will do their best to focus on their learning and respond to feedback;
- **Parents/carers:** support their child's learning and engage with their class teacher on achievements so far and next steps to progress further;

- **Reach South teachers:** actively engage with training, support and moderation for assessment in order to be assessing pupils' achievements accurately and with confidence;
- **Reach South school leaders**: support and challenge teaching staff in their assessment practices and judgements, including through regular training and school and regional moderation;
- **Reach South local governors:** support and challenge the school leadership by scrutinising in-year achievement data including for different year groups and groups of pupils, and by triangulating this data with other evidence;
- **Reach South Primary Strategic School Leadership Team (SSLT):** provide support and interventions to schools where assessment practice/judgements are not yet entirely robust, will coordinate moderation at regional and Trust level, will report to Exec Boards and Trustees on schools' end of year targets and in-year data and will keep this policy under review.


## 6.    FORMS OF ASSESSMENT & THEIR PURPOSE

Reach South schools use three broad forms of assessment, each with its own purpose.

**Day-to-day in-school formative assessment (School Level Policy), for example:**
- Question and answer during class
- Assessing pupil prior knowledge
- Quality next step marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Peer review, marking & feedback
- Pupil conferencing

**Day to day in-school formative assessment has different purposes for different stakeholders:**

- **For pupils:** helps them to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve;
- **For parents:** it provides them with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve;
- **For teachers:** it is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly;
- **For school leaders:** the formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

**In-school summative assessment (Trust level Policy), for example:**

- End of year assessments
- Short end of topic or unit tests

- Reviews for pupils with SEN and disabilities

**In-school summative assessment has different purposes for different stakeholders:**

- **For pupils:** provides them with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve and inform their individual targets.
- **For parents:** can be reported to them to explain the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.
- **For teachers:** supports them to evaluate both pupil learning at the end of an instructional unit or period and the impact of their own teaching. Both these purposes help teachers to plan for subsequent teaching and learning.
- **For school leaders**: supports them to monitor the performance of pupil cohorts, to identify where interventions or changes to provision may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

**Nationally standardised summative assessment, for example:**

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1
- Phonics Screening Test in Year 1 & Year 2
- Y4 Multiplication Tables check

**Nationally standardised summative assessment has different purposes for different stakeholders:**

- **For pupils and parents:** to provide information on how pupils are performing in comparison to pupils nationally.
- **For parents:** to provide them with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.
- **For teachers:** to help them understand national expectations and assess their own performance in the broader national context.
- **For school leaders and school governors:** to enable them to benchmark their school's performance against other schools locally and nationally which can support them to make changes to provision. It will also support them to make judgements about the school's effectiveness and make a judgement of the overall Quality of Education in their school(s).

## 7. ASSESSMENT IN EARLY YEARS FOUNDATION STAGE (EYFS)

On entry to school (whether Nursery or Reception), children are both formally and informally assessed in order to ascertain how they compare to age related expectations, in line with the stages within Development Matters in the Early Years Foundation Stage. Teachers will also consider of the Characteristics of Effective Learning and the Leuven Scale for well-being and involvement when making their professional judgements. This information gathering will run alongside the teachers' daily informal observations to build up a complete picture of each child on entry. The assessments are used to inform planning, set targets and aid early identification of special needs. Over the course of the year, all staff in the EYFS setting will contribute to the ongoing assessment process, using a variety of formal and informal methods. The children are observed working independently on child initiated tasks and also

on adult led tasks with a specific learning objective, both indoors and outdoors. Evidence is gathered in a wide range of ways such as children's direct quotes on post-its, annotated photographs, videos, childrens' work in books, on whiteboards and within and around the environment, phonics assessments, daily reading records, extended focused observation notes and on an electronic or paper learning journal which also tracks progress.

During the year, teachers use the assessment data as a valuable source of information about levels of development across the year group. The EYFS phase leader monitors the picture for individual children and classes with particular attention to certain groups such as summer born children, disadvantaged children and boys/girls. There will also be due consideration to those children who are showing signs of additional needs. This information helps staff to plan activities which will help all children to move forward in their learning and development.

At the end of the year, the EYFS Profile (EYFSP) is completed and the judgements are reported to parents, the Trust and the Local Authority. This profile is based on the cumulative ongoing observations and assessments in the following areas:

- The Prime Areas of Learning: Personal, Social and Emotional development, Communication and Language and Physical Development

- The Specific Areas of Learning: Literacy, Mathematics, Expressive Arts and Design and Understanding the World;

- Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically.

Each child's developments and achievements are recorded in the EYFSP. There are 17 Early Learning Goal (ELG) descriptors, together with a short narrative describing the child's three Characteristics of Effective Learning.

 For each ELG, a judgement is made as to whether a child is meeting the level of development expected at the end of Reception year.

To ensure that all judgements are accurate, valid and consistent, the judgements are moderated internally within the school, with other Reach South schools and are subject to periodic external moderation by the nominated moderating body.

Our expectations for recording this assessment within Arbor are to be confirmed and will be included as an Appendix to this policy.


## 8.    ASSESSMENT IN KEY STAGES 1 & 2

Within the Reach South Academy Trust assessment model, pupil achievement is assessed through close review of their work in books, ongoing observation of pupils' learning and standardised test results. Teachers' judgements are moderated within schools, across clusters, across the region and across the Trust and are made using the Reach South Academy Trust Assessment Criteria and judgements guidance. Whilst test results should be used to inform judgements made by teachers, Reach South acknowledges that tests do not capture the broad range of learner proficiencies achieved by pupils. Therefore, it may be appropriate to judge the achievement of a pupil higher/lower than the test score. Teachers should ensure they can justify their judgements, using a broad range of evidence.

Children's attainment is assessed against four judgements called "Assessment Brackets":

- **Below Working Towards (BWTS):** Children are accessing the curriculum **at least one year below** the expectations of their chronological age. They do not currently have the skills, knowledge and understanding required to access, achieve or demonstrate significant engagement with the assessment criteria.

<span style="color:red">BWTS will be broken down into several further categories. Once confirmed, these will form part of the Appendix.</span>

- **Working Towards (WTS):** Children are accessing the expectations of their chronological year group, however are deemed not to be on track to meet expectations fully by the end of the year without significant additional support. Children have demonstrated some capability of engaging with it but may need specific intervention and/or additional quality-first teaching in order to be confidently assessed as Expected.
- **Expected (EXS):** Children are expected to comprehensively attain the skills, knowledge and understanding of the assessment criteria by the end of the year.
- **Greater Depth (GDS):** Children are judged as working at 'greater depth' when they are able to transfer and apply their knowledge and learning in different contexts. It is also where children can explain their understanding to others.

**Summative judgements, using the above codes, will be entered onto Arbor three times a year, by the data drop date (see 2019/2020 Reach South Assessment schedule and Data Drops Instruction).**

The Reach South Assessment Criteria and judgements guidance, enables schools to track pupil progress within categories called "bands":

| Emerging (E) | Developing (D) | Secure (S) |
|---|---|---|
| By the end of the Autumn term, the pupil has met a proportion of objectives within their Assessment Bracket, as defined in the Judgements Guidance document | By the end of the Spring term, the pupil is on track to have achieved expectations to fully meet the requirements of their Assessment Bracket by the end of the year. | By the end of the summer term, the pupil has met the expectations to fully meet the requirements of their Assessment Bracket. |

The Assessment Criteria and Judgements guidance for Reading and Writing and Maths specify which statements and what percentage of statements need to be met in order for a child to be assessed as working within a particular band. This is currently a paper exercise and the information should be used by the school to determine progress. Further information is provided as an appendix to this policy.

**Please note: End of Key Stage Statutory Assessment judgements should follow the guidance published in the DFE Assessment and Reporting Arrangements booklet, published online.**

## 9. JUDGING PROGRESS

In line with the work of John Hattie and our commitment to embedding the principles of Visible Learning within all Reach South schools, the Trust does not advocate a linear, points based approach to measuring progress. The mastery curriculum advocates greater depth and breadth in learning, therefore progress should be reported using the following language:

- **No Progress (NP):** the pupil has not met many additional objectives within the reporting period. *For example, the pupil began the year working at EXS, but has not been able to meet objectives without additional support.*

- **Limited Progress (LP):** the pupil has achieved objectives, but has not secured enough to be judged to be working in the next band. *For example, the pupil began the term working at EXSE, but has not met enough objectives securely to be judged as EXSD.*
- **Expected Progress (EP):** the pupil has achieved enough objectives to be judged to be working in the next band. *For example, the pupil began the term working at EXSE, and has met the required number of objectives securely to be judged as EXSD.*
- **Better than Expected Progress (BP):** the pupil has demonstrated that they have secured understanding of more objectives. *For example, the pupil began the term working at WTSE, but is now able to access objectives securely as intervention has successfully closed gaps in knowledge and they are now working within the EXS Assessment Bracket.*

## 10.    TESTING

Reach South Academy Trust requires schools to administer tests to pupils in a proportionate manner. The Trust does not believe in over-testing, or coaching pupils disproportionately to achieve higher test results. Testing should be used to help inform teacher assessment judgements, and also provide the Trust with a standardised view of how pupils are performing in schools.

All Reach South Academy Trust Primary schools are expected to administer the following tests to pupils and submit the following information to the Trust:

- **PIRA tests to assess Reading comprehension:** Years 1-5 should complete one test a term and Year 6 should complete Autumn and Spring tests. Schools should capture the raw score, standardised score and Reading Age score for pupils. English Leads should complete a GAP analysis of results for their schools.
- **White Rose termly Maths Tests:** To be completed in the Autumn and Spring terms (Years 1-6).  Schools should capture the raw score for pupils and Maths Leads should complete a GAP analysis of results for their schools to identify their areas of strength and development.
- **PUMA Maths Tests:** To be completed in the Summer term (Years 1-5). Schools should capture the raw score and standardised score for pupils and Maths Leads should complete a GAP analysis of results for their schools to identify their areas of strength and development.
- **Past SATS papers throughout the year for English, Maths and SPAG**: Year 6 only -  schools should capture the raw score and standardised score for pupils and Teachers should complete a GAP analysis of results across all subjects for their schools to identify their areas of strength and development.

In addition, schools should also complete statutory assessments in Phonics (Y1), End of KS1 SATS, Multiplication Check (Y4) and End of KS2 SATS (Y6), as specified by the DFE.

## Test Administration

Tests should be administered in a manner that is appropriate to the age group and needs of the children being tested. This may involve whole class testing, individuals using quiet spaces to complete the tests, having readers/scribes/extra time/enlarged text etc. as appropriate. Unless unavoidable, the Trust requires that all tests should be administrated by a teacher. It is good practice to routinely administer tests to incorporate these adjustments, so that they can be considered as standard practice for any statutory assessments that are undertaken.

In KS1, Reach South Academy Trust advocates tests being administered in small groups, supported by the teacher.

Statutory Tests should be administered according to published guidance in the Assessment Reporting Arrangements document (DFE).

## 11.    MODERATION & STANDARDISATION

In Reach South schools, there are three phases of moderation that take place in each term:

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**Phase 1 – "In School" Moderation**

Colleagues across year groups/ key stages will "blind mark" pupil work and compare their findings to recorded teacher judgements.

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**Phase 2 – "Cross School" Moderation**

Colleagues across schools, in the same year group, will "blind mark" pupil work and compare their findings to recorded teacher judgements. These sessions will be led by Head Teachers, supported by trained *Moderation Champions*.

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**Phase 3 – ASL Quality Assurance Moderation**

ASLs will moderate teacher judgements at the end of EYFS, KS1 and KS2, using the statutory assessment criteria published by the DFE.

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**Note: Schools may also receive external moderation visits from their nominated moderators in the summer term.**

Reach South Academy Trust Assessment Criteria and Judgements Guidance document will be used to moderate teacher judgements in Years 1-6. In addition, the statutory criteria for EYFS and end of Key Stages 1 and 2 (as published by the DFE) will also be used.

Reach South Academy Trust is in the process of developing a portfolio of standardised work for each year group in writing. This portfolio will be made available to teachers to use as a guide when assessing and moderating writing.

Whilst moderation is a rigorous process, Reach South's intention is to develop a universal language of assessment within an "assessment community", and increase teachers' confidence in making summative judgements on learner proficiency. Therefore, it is important that the moderation process is a supportive, respectful and reflective one for teachers. Reach South believes that active teacher involvement in the moderation of pupil work is an integral part of the assessment process, as this can result in more accurate judgements being made by teachers moving forward.

The process of cross-school moderation (phase 2) should follow the guidance (see next page).

**Moderation Guidance**

1. Ground Rules will be agreed at the start of each session to ensure active participation and respectful conduct of all involved.

2. Each teacher will bring a sample of pupils' work which reflects the focus of the moderation. Teachers will be notified at least one week in advance of Moderation of the requirements. For example: Each teacher will bring evidence of Reading, Writing and Maths for secure WTS, EXS and GDS (1 pupil for each). Teachers will bring evidence of borderline Reading, Writing and Maths for secure WTS, EXS and GDS (1 pupil for each). Teachers should also bring evidence of pupils working significantly below age related expectations in Reading, Writing and Maths (1 pupils for each).

3. Evidence may include books, test papers/results, reading records etc. Teachers should ensure that their evidence is well labelled/organised.

4. Teachers will also bring their completed Reach South Assessment Sheets for each child.

5. Meeting Leads will divide teachers into pairs of schools, who will then look at the evidence and compare that to the judgements on the Reach South Assessment Sheets. Additional sheets should be copied by Meeting Leads ahead of the meeting so that they are available for teachers to use.

6. Teachers should have dialogue to add context to their judgements but teachers should have an opportunity to look at the evidence before the dialogue commences.

7. Meeting leads should engage in dialogue with teachers throughout the session, ensuring they have spoken with each pair over the course of the meeting.

8. Meeting leads should ensure that teachers from schools with the same leadership team are not paired together.

9. All teachers should come together for 10-15 minutes at the end, to have a discussion chaired by the Meeting Leads around the level of consensus around judgements, any challenge/issues that arose from the discussions and any other useful findings.

10. Meeting Leads should keep a record of all pupils brought to moderation and the agreed judgements, using the Reach South Moderation form.

## 12. DATA DROP INSTRUCTIONS

As a Trust, schools are required to use the Assessment system within the Arbor program. Schools may use other systems to aid data analysis whilst the assessment element of Arbor is in development.

Reach South requires schools to enter their summative judgements into Arbor three times a year (termly). In addition, schools should enter a baseline at the start of each academic year.

**Baselining**

- **EYFS:** Schools should baseline pupils following their school system for EYFS baselining.

- **Year 1:** All pupils achieving Expected/Exceeding should be entered as Y1 EXS as a Baseline.

- **Year 2 – Year 6:** pupils are baselined in accordance with the Assessment bracket they achieved at the end of the previous academic year. For example, if they ended Year 2 as **EXS**, they will baselined as **EXS** at the start of Year 3. If a pupil in Year 3 ended the year on **2WTS** (i.e working a year below the Y3 standard), they will begin Y4 on **3WTS**.

Schools are not permitted to change baselines once the deadline date (see Assessment Schedule) has passed.

**Mid Phase Entry**

Pupils should be baselined on entry as soon as possible using the Assessment Criteria/tests and a baseline should be entered onto Arbor within one month of the pupil joining the school.

**Data Drops**

There are two types of data drop: provisional and final.

All teachers must have participated in internal moderation activities before their provisional data is entered into Arbor.

All pupils must have a provisional summative judgement entered into Arbor <u>by the provisional data drop date.</u> These judgements will be coded using the Assessment Bracket codes, highlighted on page 9 of this document. **Entries should not be changed by teachers after this date.**

Following this, cross-school moderation visits are planned in the week ahead of the final data drop. Head Teachers may change any data entered by teachers in light of these moderation visits. <u>All amendments to data must be completed by the final data drop date.</u>

**No changes to teacher judgements can be made with Arbor after this date, without Trust authorisation.** This is to maintain the integrity and validity of the data and to ensure the data collection system is robust. Any breaches of this instruction may be viewed as misconduct and could lead to an investigation under the Disciplinary Policy.

**Schools are expected to analyse their data and hold pupil progress meetings as soon as possible after each data drop date.** The scheduling of these activities should be documented by schools within their school Assessment cycle.

## 13.   PUPIL PROGRESS MEETINGS

Reach South Academy Trust stipulate there needs to be a whole school system for linking progress to provision which forms a cyclical process that is strategic and is integral to the school self-evaluation calendar. To be most effective it requires involvement from all members of the school community so it can support with the following:

- Identification of barriers and planning of suitable actions to narrow achievement gaps;

- School leaders' responsibilities for strategic development of systems to support all pupils including those with SEN and those who are disadvantaged;
- Refined communication with parents/carers, governors and other agencies.

Throughout this process, schools will have to ask searching questions about the validity and accuracy of its assessment procedures. Established systems will mean that there is confidence in the reliability of assessment and the data recorded by schools.

**The aims of the meetings are to enable:**

- Staff to engage in professional dialogue about pupil progress;
- Quality time to discuss and value teacher judgments;
- Members of the SLT to be aware of the progress being made in each cohort;
- Teachers and SLT to identify groups of pupils making at least expected progress and on track to meet the agreed numerical targets;
- Teachers and SLT to identify vulnerable groups of pupils e.g. gender, SEND, disadvantaged;
- Teachers and SLT to analyse the impact of intervention strategies;
- Strategic decision making on how additional adults and other resources are used effectively in order to meet the needs of the pupils and the school;
- Staff and SLT to agree key actions in order to address identified priorities arising from the meetings.

The overarching purpose is to ensure that all aspects of provision are as effective as they can possibly be to maximise pupil progress throughout school.

**Meetings should include:**

- Professional dialogue around data analysis, resulting in an updated data record being in place showing who is on track for end of year targets, on track for age related attainment targets and on track for end of Key Stage targets;
- Identification of successes and barriers to learning and common themes across school;
- Effective evaluation of existing intervention;
- Identify trends of progress in vulnerable groups;
- An action plan for each class - what is going to happen next to tackle any underachievement or risk of underachievement?
- A plan for whole school action including CPD and agreed monitoring and evaluation focus.

The most effective meetings are planned for and have an agreed agenda in place beforehand and shared with all staff involved. This will allow all involved to prepare for the meeting and have a clear understanding of the discussion points, the intended outcomes and the resulting actions.

**Materials needed to support the progress meetings:**

- Current pupil tracking data;
- Intervention/support provided with evaluations of impact;
- Examples of pupils' work that show progress;
- Annotated examples of short term planning;
- Outcomes of monitoring and evaluation e.g. lesson observation, pupil discussions.

**Suggested prompts for teachers to consider before the meeting and for discussions during the meetings:**

- What is the percentage of pupils now on track to meet age-related expectations in reading, writing and maths?
- What is the percentage of pupils making more than sufficient/sufficient/no progress towards their end of key stage progress targets in reading, writing and maths?
- What is the percentage of pupils making more than sufficient/sufficient/no progress?
- What actions have taken place since the last meeting?
- What impact have these actions had on attainment and progress?
- What evidence is there to support the reported impact? Are the judgements supported by work in pupils' books?
- For the pupils who have made more than sufficient progress what has made the difference?
- For pupils who have not made enough progress, what core barriers are preventing them from moving on and how can we intervene?
- Which pupils do you feel now need intervention? How will this be organised and what will the planned programme include?
- Is there any additional support in terms of continuing professional development (CPD) you feel you need to help those pupils?

## 14.    ENSURING THAT PROVISION MEETS THE NEEDS OF ALL PUPILS

Pupil progress meetings provide an opportunity to consider whether the provision is as good as it can be in the first instance throughout school. In this respect, PPMs add a further aspect to on-going monitoring and evaluation. The sequence of self-evaluation activity can be carefully mapped out so that all elements are mutually supportive.

In reviewing practice, the following questions may support professional dialogue in school:

**Quality of learning**

- What are different groups and individual pupils actually learning as opposed to doing?
- Are pupils applying previous skills/knowledge or learning something new? Is there an unrelenting focus on basic skills?
- Can all pupils make the links between previous/new learning?
- Can pupils talk about what they are learning, as opposed to simply describing what they are doing? Do they demonstrate a depth of understanding?
- Do they consistently produce work of a good standard?
- Are pupils working independently? Are they self-reliant – do they make the most of the choices they are given or do they find it difficult to make choices? To what extent do pupils take responsibility for their own learning?
- How well do pupils collaborate with others? Do they ask questions, of each other, of the teacher or other adults, about what they are learning?
- Are pupils curious? Do they show initiative? Do they demonstrate resilience?
- How well do pupils follow routines/expectations?

**Enjoyment of learning and attitudes**

- Are pupils engaged, working hard, making a good effort, applying themselves, concentrating and productive?
- Are pupils developing habits of good learning?
- Are pupils happy with their work? Are they proud of it?
- Are pupils interested in their work and in what they are learning? Or are they easily distracted?

- How smooth is the transition from teacher input to group work? Do pupils settle to work easily?

**Assessment to support learning**

- Are there any significant differences in the learning of different groups of pupils, or of any individuals?
- Are pupils involved in assessing their own learning and progress? Do pupils use feedback well, know what they need to do to improve and act upon this?
- Do pupils know what they are learning and why?
- Do pupils have targets and do they understand what they mean/what to do to achieve them?

**Strategies for ensuring progress and developing pupil independence**

Modelling or explaining

- Teachers model the use of a skill or procedure demonstrating the process of learning as well as the outcome;
- Pupils are asked to provide the commentary on the process being modelled by the teacher (or vice versa);
- Pupils model or explain in small groups or pairs;
- Pupils are asked to 'think aloud' as they perform a task or solve a problem.

Questioning

- Teachers plan for differentiated questioning;
- Teachers encourage pupils to ask their own challenging questions, e.g. by displaying a list of question stems, for different levels of thinking, from which the pupils choose;
- Pupils are encouraged to engage in dialogue by responding to the questions and answers of their peers.

Using success criteria

- Teachers plan appropriate success criteria to support pupils in achieving successful learning outcomes;
- Pupils are guided in the use of success criteria to assess their own progress;
- Pupils are encouraged to devise their own success criteria from model answers or examples of pupil outcomes.

Written and oral teacher feedback

- Teachers provide developmental feedback with the expectation that this is acted upon by pupils;
- Teachers use questions or prompts to encourage pupils to reflect upon their learning and to refine their outcomes;
- Pupils know feedback is valuable and respond to it to improve their work.

Gradually removing scaffolds to promote independence

- Teachers make this explicit: 'Last time we did x and y together; now you are going to…'
- Teachers involve pupils in the decision about how much scaffolding should be provided; differentiating if appropriate.

**Layers of support**

The diagram below is intended to support discussion around meeting all pupils' needs.
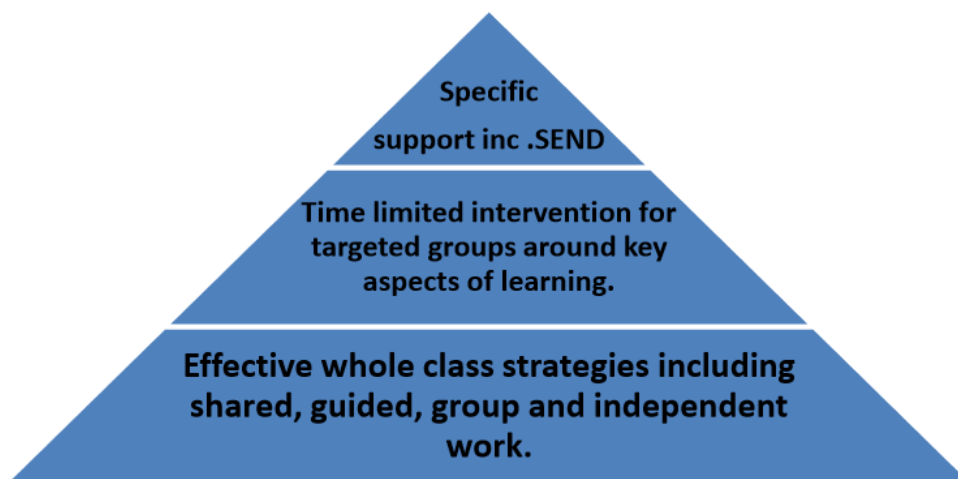


The process of asking staff to articulate effective strategies that have had an impact on pupil progress can further identify excellent practice in school which could usefully be shared. It might also be that the meetings reveal that some staff would benefit from CPD/support in a particular aspect of practice.

Prompts to support such a process of evaluation:

- Are there any whole-school, key stage or individual staff implications for CPD?
- As a school, what are the barriers that hinder our pupils in moving forwards?
- What do we need to do differently to ensure that such barriers are overcome?
- As a year/phase group is there any additional CPD that would be useful to address these issues?
- Across our school are there any common threads for those pupils who made the best progress?
- Are there emerging groups of pupils who are making more than sufficient progress and those who are slow moving in each year?

**Effective intervention**

The most effective interventions:

- are not used as a substitute for high-quality teaching;
- make use of interventions that have proven evidence of long-term effectiveness;
- are used early and are targeted at the right pupils through careful assessment and tracking of progress;
- aim for pupils to reach the expected levels for their age, rather than just narrow the gap between them and their peer;
- are delivered by highly skilled adults, who have been well trained and receive ongoing support;
- are time-limited, and have clear entry and exit criteria.

Elements to consider are:

- 'Who has what' - who is the intervention trying to target, and what is the intervention trying to affect?
- Frequency - does the intervention actually happen?
- Record keeping - what is the evidence of the delivery?
- Monitoring - who is monitoring the intervention, and how often?
- Evidence - can you evidence the impact by comparing evidence before and after the intervention?

Evidence could include specific intervention records, with a register charting the frequency, session focus and outcomes, pupil progress data or examples of progress taken from individual pupils' books or work, governors' observation notes, examples of written feedback from parents or pupils.

The following are possible strategies to ensure that interventions are high quality:

- Using half-termly tracking and termly progress reports to determine personalised interventions
- Focusing on the diagnosis of pupil attainment and following up with prescriptions for interventions
- Holding phase leaders to account for the co-ordination of the assessment/intervention process.

**We will continue to ensure that the Assessment Policy is kept up to date with recent, relevant developments. All key staff across the Trust will continue to be consulted to ensure the Policy exemplifies best practice. The Policy will be reviewed regularly on an annual basis.**

# APPENDIX 1 – ASSESSMENT SCHEDULE

| Key Date | Assessment Guidance | Data Entry | ✓ |
|---|---|---|---|
| **AUTUMN TERM** | | | |
| **w/c 9th Sep 2019 until 20th Sep 2019** | • All Year 6 pupils sit 2017 SATs papers in Reading, Maths and SPAG | Question Level Analysis Spreadsheet<br>Progress Predictor spreadsheet | |
| **Wed 18th Sep 2019** | • All Baselines for pupils in Y1-Y6 to be submitted.<br>• Targets should be set for each pupil. | BASELINE (Arbor)<br>TARGETS (Arbor) | |
| **Friday 27th September 2019** | • All Year 6 Question Level Analysis spreadsheets and Progress Predictor Spreadsheets to be submitted by email to Sara Tirrell<br>• Y2 and Y6 Projected Outcomes sheet completed and sent to Sara Tirrell (Y6) and Belinda Crowhurst (Y2) | Question Level Analysis Spreadsheet<br>Progress Predictor spreadsheet<br>Y2 and Y6 Projected Outcomes sheet | |
| **Friday 4th October 2019** | • All Baselines for pupils in EYFS to be submitted.<br>• Targets should be set for each pupil (GLD Emerging/Expected/Exceeding)<br>• | BASELINE<br>TARGETS | |
| **Friday 4th October 2019** | • EYFS Projected Outcomes sheet completed and sent to Louise Scott<br>• | EYFS Projected Outcomes Sheet | |
| **w/c 11th November 2019** | • All Year 6 pupils sit 2018 SATs papers in Reading, Maths and SPAG | Question Level Analysis Spreadsheet<br>Progress Predictor spreadsheet | |
| **w/c 11th November 2019** | • PIRA Autumn Tests to be taken by all pupils in Years 1-5 | PIRA Online Recording sheet<br>MARK | |
| **Friday 15th November 2019** | • All PIRA data to be emailed to Belinda Crowhurst | PIRA Online Recording sheet<br>MARK | |
| **w/c 18th November 2019** | • Pupils in Y1-Y6 sit White Rose Maths Assessments<br>• PIRA Autumn Tests to be taken by pupils in Y6 | White Rose Assessments Recording sheet<br>PIRA MARK sheet | |
| **Wed 20th November 2019** | • All Year 6 Question Level Analysis spreadsheets and Progress Predictor Spreadsheets to be submitted by email to Sara Tirrell | Question Level Analysis Spreadsheet<br>Progress Predictor spreadsheet | |
| **Friday 22nd November 2019** | • REVISED Y6 Projected Outcomes sheet completed and sent to Sara Tirrell | REVISED Y6 Projected Outcomes sheet | |
| **Friday 22nd November 2019** | • All White Rose data to be emailed to Sara Tirrell<br>• Y6 PIRA data to be emailed to Belinda Crowhurst | White Rose Data Collection Sheet<br>PIRA MARK sheet | |
| **w/c 25th Nov 2019** | • ASLs conduct Y6 QA Visits (Bournemouth)<br>Sara Tirrell, Belinda Crowhurst and Louise Scott | | |

| Key Date | Assessment Guidance | Data Entry | ✓ |
|---|---|---|---|
| **w/c 25<sup>th</sup> November 2019** | • **Internal Moderation** of end of term data (using Reach South Assessment Criteria, informed by test results, to make judgements) | | |
| **Friday 29<sup>th</sup> November 2019** | • Reach South PROVISIONAL data drop  - EYFS to Y6 | TERM 2 (Arbor) | |
| **w/c 2<sup>nd</sup> Dec 2019** | • ASLs conduct Y6 QA Visits (Plymouth) Sara Tirrell, Belinda Crowhurst and Louise Scott | | |
| **Wed 4<sup>th</sup> Dec 2019** | • **Reach South Year Group Moderation Meetings**, led by "Moderation Champions". | | |
| **Friday 6<sup>th</sup> December 2019** | • Reach South FINAL data drop  - EYFS to Y6 | TERM 2 (Arbor) | |
| **w/c 9<sup>th</sup> December 2019** | • ASLs  - DATA ANALYSIS WEEK | | |

| SPRING TERM | | | |
|---|---|---|---|
| **Key Date** | **Assessment Guidance** | **Data Entry** | ✓ |
| **Friday 10th January 2020** | • REVISED Y2 and EYFS Projected Outcomes sheet completed and sent to Belinda Crowhurst (Y2) and Louise Scott (EYFS) | REVISED EYFS and Y2 Outcomes Sheet | |
| **w/c 7th January 2020** | • ASLs conduct EYFS and Y2 QA Visits (Bournemouth)<br>Belinda Crowhurst and Louise Scott | | |
| **w/c 14th January 2020** | • ASLs conduct Y2/EYFS QA Visits (Plymouth)<br>Belinda Crowhurst and Louise Scott | | |
| **w/c 21st January 2020** | • ASLs conduct Y2/EYFS QA Visits (Plymouth)<br>Belinda Crowhurst and Louise Scott | | |
| **w/c 2nd March 2020** | • All Year 6 pupils sit 2019 SATs papers in Reading, Maths and SPAG | Question Level Analysis Spreadsheet<br>Progress Predictor spreadsheet | |
| **w/c 2nd March 2020** | • PIRA Spring Tests to be taken by all pupils in Years 1-5 | PIRA Online Recording sheet | |
| **Friday 6th March 2020** | • All PIRA data to be emailed to Belinda Crowhurst | PIRA Online Recording sheet | |
| **w/c 9th March 2020** | • Pupils in Y1-Y6 sit White Rose Maths Assessments<br>• PIRA Autumn Tests to be taken by pupils in Y6 | White Rose Assessments Recording sheet<br>PIRA MARK sheet | |
| **Wed 11th March 2020** | • All Year 6 Question Level Analysis spreadsheets and Progress Predictor Spreadsheets to be submitted by email to Sara Tirrell | Question Level Analysis Spreadsheet<br><br>Progress Predictor spreadsheet | |
| **Friday 13th March 2020** | • REVISED Y6 Projected Outcomes sheet completed and sent to Sara Tirrell<br>• | REVISED Y6 Projected Outcomes sheet | |
| **Friday 13th March 2020** | • All White Rose data to be emailed to Sara Tirrell<br>• Y6 PIRA data to be emailed to Belinda Crowhurst | White Rose Data Collection Sheet<br>PIRA MARK Sheet | |
| **w/c 16th March 2020** | • ASLs conduct Y6 QA Visits (Bournemouth)<br>Sara Tirrell, Belinda Crowhurst and Louise Scott | | |
| **w/c 16th March 2020** | • **Internal Moderation** of end of term data (using Reach South Assessment Criteria, informed by test results, to make judgements) | | |
| **Friday 20th March 2020** | • Reach South PROVISIONAL data drop - EYFS to Y6 | TERM 4 (Arbor) | |
| **w/c 23rd March 2020** | • ASLs conduct Y6 QA Visits (Plymouth)<br>Sara Tirrell, Belinda Crowhurst and Louise Scott | | |
| **Wed 25th March 2020** | • **Reach South Year Group Moderation Meetings**, led by "Moderation Champions". | | |
| **Friday 27th March 2020** | • Reach South FINAL data drop - EYFS to Y6 | TERM 4 (Arbor) | |

| SUMMER TERM | | | |
|---|---|---|---|
| **Key Date** | **Assessment Guidance** | **Data Entry** | **✓** |
| w/c 14th April | • ASLs - Data Analysis Week | | |
| Monday 20th April 2020 | • REVISED Y2 and EYFS Projected Outcomes sheet completed and sent to Belinda Crowhurst (Y2) and Louise Scott (EYFS) | REVISED EYFS and Y2 Outcomes Sheet | |
| w/c 21st April 2020 | • ASLs conduct Y2 and EYFS QA Visits (Plymouth) Belinda Crowhurst and Louise Scott | | |
| w/c 27th April 2020 | • ASLs conduct Y2 and EYFS QA Visits (Bournemouth) Belinda Crowhurst and Louise Scott | | |
| w/c 27th April 2020 | • All Year 6 pupils sit 2016 SATs papers in Reading, Maths and SPAG | | |
| **MAY 2020** | • **KS1 TESTING PERIOD** | The Trust will collect this data – details to follow | |
| w/c 11th May 2020 | • **Y6 SATS WEEK** | | |
| w/c 8th June 2020 | • **Y1 PHONICS SCREEN** | The Trust will collect this data – details to follow | |
| w/c 8th June 2020 (for 3 weeks) | • **Y4 MULTIPLICATION TABLES CHECK** | The Trust will collect this data – details to follow | |
| **Thursday 25th June 2020** | • **TBC – Data Submission Date to Local Authority** | The Trust will collect this data – details to follow | |
| w/c 29th June 2020 | • PIRA Summer Tests to be taken by all pupils in Years 1-5 | PIRA Online Recording sheet | |
| w/c 29th June 2020 | • Pupils in Y1-Y5 sit PUMA Maths Assessments | White Rose Assessments Recording sheet | |
| Friday 3rd July 2020 | • All PIRA data to be emailed to Belinda Crowhurst | PIRA Online Recording sheet | |
| Friday 3rd July 2020 | • All PUMA data to be emailed to Sara Tirrell | White Rose Data Collection Sheet | |
| w/c 6th July 2020 | • **Internal Moderation** of end of term data (using Reach South Assessment Criteria, informed by test results, to make judgements) | | |
| **Friday 10th July 2020** | • Reach South PROVISIONAL data drop - EYFS to Y6 | TERM 6 (Arbor) | |
| Wed 15th July 2020 | • **Reach South Year Group Moderation Meetings**, led by "Moderation Champions". | | |
| **Friday 17th July 2020** | • Reach South FINAL data drop - EYFS to Y6 | TERM 6 (Arbor) | |

# ENGLISH READING & WRITING ASSESSMENT CRITERIA – GUIDANCE FOR MAKING JUDGEMENTS

This document is aimed at supporting the use of the assessment criteria and in making overall judgements ready for tracking pupil progress and attainment. The table below clarifies how to use the system along with useful additional information.

**Years 2 and 6 will continue to use the Statutory Framework and associated guidance for writing. Year 2 will also use the Statutory Framework for reading. There is a set of reading criteria for use in Y6 to aid teacher assessment throughout the year.**

| Procedure | Additional Information |
|---|---|
| **Baseline judgements must be agreed with the previous class teacher in late July. Agree on which (if any) statements the pupil is already 'secure' in, using the criteria for the pupils' forthcoming school year.** | *Pupils should be assessed against the criteria within which they are working. This should then be coded accordingly within Arbor.* |
| **Tick (and or 'date') a statement ONLY if the child is 'secure' in that particular area. In other words, if they are consistently and independently demonstrating evidence of attainment against this statement in a range of scenarios.** | *Please note that the objectives often use 'qualifying' language such as 'some', 'most' and 'many'. To clarify:* |
| *Schools may opt to 'tick' and/or date a statement **every** time evidence of it is seen and may agree on a system for indicating when it is 'securely met' but this is a decision to made at school level.* | • *'some' means 'on occasion'*<br>• *'most' means 'frequently but not consistent'*<br>• *'many' means 'only few/occasional errors'* |
| **At each assessment point, an overall judgement is required such that pupil progress can be entered on to your school tracking system. Make the 'emerging', 'developing' or 'secure' judgement based on the guidance below then note it down at the bottom of the assessment sheet, in the grey shaded row. This judgement can now be entered on to your school tracking system.** | *Evidence for attainment can be gleaned from a range of sources including marking, written work, tests, verbal responses, teachers' notes, guided reading or writing notes, reading records etc. There is no requirement to record where the evidence appears, nor is it necessary to collect 'portfolios' of evidence (unless this is normal practice for your school).* |
| *\*Particular weakness - Teachers can use their discretion to ensure that a particular weakness does not prevent an accurate judgement being made of a pupil's overall attainment. An example may be that a child has a particular weakness in the area of spelling or handwriting. This being the case, a particular weakness must not prevent an otherwise accurate judgement being awarded. A particular weakness does not require an IEP but there must be sufficient evidence to show that a child has been supported towards improving this particular area AND the child must be 'secure' within the other judgements.* | *Indicating when a statement has been securely met can be done at any time throughout the course of the term but the assessment sheet **must** be completed at each assessment point, prior to the scheduled data drops. Schools may wish to consider fixing the sheets into pupils' writing books and reading journals to facilitate regular updating in line with normal marking.* |

**Making judgements**: In years 2 and 6 the guidance for making WTS, EXS and GDS differs slightly in that ALL objectives within each 'band' must be covered in order to award a judgement. Owing to the fact that there is a shared curriculum for Years 1/2, Years 3/4 and Years 5/6 it is not appropriate to insist that pupils in interim year groups achieve 100% of the objectives in order to be considered 'securely' within the EXS or GDS band by the end of the academic year. This said, there are fewer objectives in this interim framework for WTS, hence why ALL WTS statements need to be securely met by the end of the year. Where the number of statements does not lend itself neatly to calculating a 'percentage', teachers are asked to use professional judgement.

**WTS**

| WTS (baseline) | The pupil ended the previous year on WTSS.  If the child was working within the year group below, then they are BWTS. |
|---|---|
| WTSE | Pupil is 'secure' in approximately 25% of WTS statements. There may be some sporadic attainment at EXS level. |
| WTSD | Pupil is 'secure' in approximately 50% of WTS statements.  There may be some sporadic attainment at EXS level. |
| WTSS | Pupil is 'secure' in ALL WTS statements although a 'particular weakness'* may mean that one objective may not be satisfied.   In this case, WTSS can still be awarded. |

**EXS**

| EXS (baseline) | The pupil ended the year on EXSS. If the child did not meet the required number of objectives for EXSS, then they start the year as WTS. |
|---|---|
| EXSE | Pupil is 'secure' in approximately 25% of EXS statements. |
| EXSD | Pupil is 'secure' in approximately 50% of EXS statements. |
| EXSS | Pupil is 'secure' in at least 80% of EXS statements.  There may be some sporadic attainment at GDS level.<br>*in Year 6 ALL EXS statements must be 'securely met', except in the case of a particular weakness. |

**GDS**

| GDS (baseline) | The pupil ended the previous year as GDSS.  If the child did not meet the required number of objectives for GDSS, then they start the year as EXS. |
|---|---|
| GDSE | Pupil is 'secure' in at least 80% of EXS statements AND approximately 25% of GDS statements. |
| GDSD | Pupil is 'secure' in at least 80% of EXS statements AND approximately 50% of GDS statements. |
| GDSS | Pupil is 'secure' in ALL EXS statements AND at least 80% of GDS statements.<br>*in Year 6 ALL GDS statements must be securely met, except in the case of a particular weakness. |

# YEAR 1: READING ASSESSMENT CRITERIA

**Child's Name:**

| *Tick each objective only if pupil is 'secure'.  Consult accompanying guidance when making overall judgements (WTSS, EXSE, GDSD etc.) at each assessment point.* | | | | |
|---|---|---|---|---|
| Working towards **Expected** *Greater Depth* | Assessment Point | | | |
| | Baseline (July) | 1 | 2 | 3 |
| **In phonics, the pupil can:** | | | | |
| Use phonic knowledge to decode regular words. | | | | |
| **Read accurately most 2 syllable words and some with more than 2 syllables.** | | | | |
| **Read some words containing common suffixes.** | | | | |
| **Read most Year 1 common exception words.** | | | | |
| *Read many Y2 common exception words.* | | | | |
| **In age appropriate texts, the pupil can:** | | | | |
| Read some common irregular words, using picture cues to help. | | | | |
| **Read most words accurately without overt sounding and blending, allowing them to focus on their understanding.** | | | | |
| **Sound out many unfamiliar phonetically decodable words accurately, without undue hesitation.** | | | | |
| *Read aloud with fluency and confidence.* | | | | |
| **In a book they have heard or can already read:** | | | | |
| Participate actively in listening to and sharing a wide range of books. | | | | |
| **Check that a book makes sense to them, self-correcting any inaccurate reading.** | | | | |
| **Answer questions and make some inferences about what is being said and done.** | | | | |
| **Explain what has happened so far in what they have read.** | | | | |
| **With support, be able to talk about what might happen next, based on what they have read.** | | | | |
| *Raise simple questions about texts they have read or listened to.* | | | | |
| **Judgement Made at each assessment point:  (EXSE, EXSD etc.)** | | | | |

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# YEAR 1: WRITING ASSESSMENT CRITERIA

**Child's Name**

| Tick each objective only if pupil is 'secure'. Consult accompanying guidance when making overall judgements (WTSS, EXSE, GDSD etc.) at each assessment point. | | | | |
|---|---|---|---|---|
| Working towards<br>**Expected**<br>*Greater Depth* | Assessment Point | | | |
| | Baseline (July) | 1 | 2 | 3 |
| Orally combine words to make sentences before writing. | | | | |
| Separate words with spaces. | | | | |
| Use capital letters for names and the personal pronoun 'I'. | | | | |
| **Join words and clauses using 'and'.** | | | | |
| **Demarcate some sentences with capital letters and end punctuation (full stops, capitals, exclamation).** | | | | |
| **Begin to correctly use apostrophe for contracted forms and the singular possessive.** | | | | |
| *Begin to use or, but, so, because to join clauses.* | | | | |
| Write simple sentences that can be read by themselves and others. | | | | |
| **Sequence sentences to form a short narrative or piece of information writing.** | | | | |
| **Use basic descriptive language.** | | | | |
| **Re-read and check writing makes sense.** | | | | |
| *Independently make simple changes as a result of editing.* | | | | |
| Use phonic knowledge and skills from FS and Y1 to spell some phonemically regular words correctly and make phonically-plausible attempts at others. | | | | |
| **Spell many Y1 common exception words.** | | | | |
| **Spell many words with simple suffixes and prefixes correctly (e.g. singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est' ).** | | | | |
| *Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.* | | | | |
| Form correctly digits 0-9. | | | | |
| Most letters are clearly formed and correctly orientated. | | | | |
| **Form lower-case letters in the correct direction, starting and finishing in the right place.** | | | | |
| **Lower case and upper case letters are increasingly correct in relative size.** | | | | |
| *Lower case and upper case letters are consistently correct in relative size.* | | | | |
| **Judgement made at each assessment point (e.g. EXSE, EXSD etc.)** | | | | |

# KS1 MODERATION GUIDANCE - READING

Possible evidence base:

- *Test*
- *Reading records (teacher/TA)*
- *Home/school reading log*
- *Reading journal*
- *Literacy book*
- *Benchmarking/running records*
- *Standardised reading test*

| Pupil: | Paper 1: Raw Score: | Paper 2: Raw Score: | Scaled score: |
|---|---|---|---|

| Working towards the expected standard (WTS) | Look for | Test references |
|---|---|---|
| The pupil can:<br><br>- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*<br>- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*<br>- read many common exception words*. | Evidence of the book level a child is reading.<br><br>WT will be below gold/white but shouldn't be below turquoise.<br><br>Look for some evidence which reflects the way the child tackles unknown words using phonics and common words | N/A<br><br>N/A |
| In a book closely matched to the GPCs as above, the pupil can:<br><br>- read aloud many words quickly and accurately without overt sounding and blending<br>- sound out many unfamiliar words accurately. | Look for some comment /evidence of the fluency of reading. | N/A<br><br>N/A |
| In discussion with the teacher, the pupil can:<br><br>- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them | | |
| | Look for some evidence of the type of questions children can answer and the type of response. | 2018 Paper 1: 1, 6, 7<br>*NB Test papers will not have been read to them but give a useful indication* |

| Pupil: | Paper 1: Raw Score: | Paper 2: Raw Score: | Scaled score: |
|--------|---------------------|---------------------|---------------|

| **Working at the expected standard (EXS)** | | |
|---|---|---|
| The pupil can:<br><br>• read accurately most words of two or more syllables<br>• read most words containing common suffixes*<br>• read most common exception words*. | This needs to be in age appropriate books:  at least Gold but ideally white or beyond.<br><br>Need evidence of accuracy (benchmark or running record or detailed comment) | **N/A**<br><br>**N/A** |
| In age-appropriate books, the pupil can:<br><br>• read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute<br>• sound out most unfamiliar words accurately, without undue hesitation. | Need to know how teacher has established the appropriate level of fluency. | **N/A**<br><br>**N/A** |
| In a familiar book that they can already read accurately and fluently, the pupil can:<br><br>• check it makes sense to them<br>• answer questions and make some inferences on the basis of what is being said and done. | Look for detail in comments which show what sort of questions the child answers and what sort of responses<br><br>Correlate with test. | **2018 Paper 1: 1, 6, 7,**<br><br>**Paper 2: 3, 9b, 10, 13**<br><br>These are all the inference questions for this year. |

| Pupil: | Paper 1: Raw Score: | Paper 2: Raw Score: | Scaled score: |
|---|---|---|---|

| **Working at greater depth within the expected standard (GD)** | | |
|---|---|---|
| The pupil can, in a book they are reading independently:<br><br>• make inferences on the basis of what is said and done<br><br>• predict what might happen on the basis of what has been read so far<br><br>• make links between the book they are reading and other books they have read. | Evidence will mainly be from teacher comment in detail and also the test outcome.<br><br>Look also at pupil's responses in a reading journal or literacy book | **2018 Paper 1: 1, 6, 7,**<br><br>**Paper 2: 3, 9b, 10, 13**<br><br>**Inference: fewer inference questions this year** |

# End of Key stage 1 statutory assessment: Working towards, **Working at**, *Greater depth*

| Name: | A | B | C | D | E | F | Collection |
|---|---|---|---|---|---|---|---|
| The pupil can, after discussion with the teacher: | | | | | | | |
| write sentences that are sequenced to form a short narrative (real or fictional) | | | | | | | |
| **write simple, coherent narratives about personal experiences and those of others (real or fictional)** | | | | | | | |
| **write about real events, recording these simply and clearly** | | | | | | | |
| *write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing* | | | | | | | |
| *make simple additions, revisions and proof-reading corrections to their own writing* | | | | | | | |
| demarcate some sentences with capital letters and full stops | | | | | | | |
| **demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required** | | | | | | | |
| *use the punctuation taught at key stage 1 mostly correctly^* | | | | | | | |
| **use present and past tense mostly correctly and consistently** | | | | | | | |
| **use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses** | | | | | | | |
| segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others | | | | | | | |
| **segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others** | | | | | | | |
| spell some common exception words* | | | | | | | |
| **spell many common exception words*** | | | | | | | |
| *spell most common exception words** | | | | | | | |
| *add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)** | | | | | | | |
| form lower-case letters in the correct direction, starting and finishing in the right place | | | | | | | |
| form lower-case letters of the correct size relative to one another in some of their writing | | | | | | | |
| **form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters** | | | | | | | |
| *use the diagonal and horizontal strokes needed to join some letters.* | | | | | | | |
| use spacing between words. | | | | | | | |
| **use spacing between words that reflects the size of the letters.** | | | | | | | |

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^ This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

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# YEAR 3: READING ASSESSMENT CRITERIA

**Child's Name:**

| Tick each objective only if pupil is 'secure'.  Consult accompanying guidance when making overall judgements (WTSS, EXSE, GDSD etc.) at each assessment point. | | | | |
|---|---|---|---|---|
| **Working towards**<br>**Expected**<br>*Greater Depth*<br><br>*In age appropriate texts, pupils can:* | Assessment Point | | | |
| | Baseline (July) | 1 | 2 | 3 |
| Meaning | | | | |
| Demonstrate increasing stamina in reading age appropriate texts. | | | | |
| **Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding.** | | | | |
| *Read simple chapter books independently and silently, demonstrating understanding of what they have read.* | | | | |
| Infer | | | | |
| Answer questions and make some inferences with support. | | | | |
| **Answer questions and make some inferences, referring to evidence from the text.** | | | | |
| *Ask pertinent questions which demonstrate understanding of age appropriate texts.* | | | | |
| Predict | | | | |
| With support, make plausible predictions about what might happen next and give reasons. | | | | |
| **Make a plausible prediction about what might happen and justify it on the basis of what has been read so far.** | | | | |
| Retrieve | | | | |
| Find and copy information from a text in response to literal questions. | | | | |
| **Retrieve and record information from both fiction and non-fiction.** | | | | |
| Summarise | | | | |
| Identify the main theme of a paragraph. | | | | |
| **Identify main ideas drawn from what has been read.** | | | | |
| Evaluate | | | | |
| **Identify how language, structure and presentation contribute to meaning.** | | | | |
| *Discuss words and phrases that engage the reader.* | | | | |
| Compare | | | | |
| **Make links between the books and texts they have read, pointing out similarities and differences.** | | | | |
| *Begin to identify conventions of different types of writing.* | | | | |
| **Judgement Made at each assessment point: (EXSE, EXSD etc.)** | | | | |

# YEAR 3: WRITING ASSESSMENT CRITERIA

**Child's Name:**

| Working towards **Expected** *Greater Depth* | Baseline (July) | 1 | 2 | 3 |
|---|---|---|---|---|
| Write short, coherent narratives (real or fictional) about personal experiences and those of others. | | | | |
| **Write for real purposes and audiences, making some appropriate choices about form.** | | | | |
| *Write using a rich and varied vocabulary appropriate to purpose and form.* | | | | |
| **In narrative create settings, characters and plot.** | | | | |
| **Begin to organise paragraphs around a theme, e.g. use of topic sentence in non-narrative.** | | | | |
| **Mimic a range of poetic styles including haiku, tanka and kennings.** | | | | |
| Make consistent and correct use of basic coordinating and subordinating conjunctions to join clauses. | | | | |
| **Begin to write a range of sentences with more than one clause by using a range of conjunctions (*when, before, after, while, so because, although*).** | | | | |
| **Begin to use fronted adverbials to vary sentences.** | | | | |
| *Express time, place and cause using:* <br> • *conjunctions (when, before, after, while, so, because etc.)* <br> • *adverbs (then, next, soon, therefore, finally)* <br> • *Prepositions (before, after during, in, because of)* | | | | |
| Commas used correctly in lists. | | | | |
| Demarcate most simple and compound sentences correctly with capital letters, full stops, question marks and exclamations. | | | | |
| In non-narrative, use a range of organisational devices e.g. sub headings. | | | | |
| **Commas used correctly in lists and sometimes correctly to mark boundaries within sentences (e.g. following a fronted adverbial).** | | | | |
| **Sentences demarcated mainly correctly using capital letters, full stops, question marks and exclamation.** | | | | |
| **Show increasing understanding of possessive apostrophe, using it consistently correctly in singular possession.** | | | | |
| *Use possessive apostrophe mostly correctly, including in words with regular plurals.* | | | | |
| *Begin to develop accuracy in the use of inverted commas and other punctuation to indicate direct speech.* | | | | |
| Spell common words mainly correctly, including exception words. | | | | |
| **Spell correctly some words ending –sion, -tion, -cian, -ssion, -sure, -ture .** | | | | |
| **Spell homophones mostly correctly – see NC for examples.** | | | | |
| **Spell many words from Y3/4 list correctly.** | | | | |
| *Spell many unknown words correctly using phonic knowledge, knowledge of prefixes and suffixes and etymology (Word list gives examples) e.g. un, dis, mis, re, sub, super, auto, ly, ous, less, ly, tele.* | | | | |
| **Begin to use the horizontal and diagonal strokes needed to join letters.** | | | | |
| **Continue to improve the legibility and quality of handwriting.** | | | | |
| **Judgement made at each assessment point (e.g. EXSE, EXSD etc.)** | | | | |

*Tick each objective only if pupil is 'secure'. Consult accompanying guidance when making overall judgements (WTSS, EXSE, GDSD etc.) at each assessment point.*

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# YEAR 4: READING ASSESMENT CRITERIA

**Child's Name:**

| *Tick each objective only if pupil is 'secure'. Consult accompanying guidance when making overall judgements (WTSS, EXSE, GDSD etc.) at each assessment point.* | Assessment Point | | | |
|---|---|---|---|---|
| Working towards<br>**Expected**<br>*Greater Depth*<br>*In age appropriate texts, pupils can:* | Baseline (July) | 1 | 2 | 3 |
| Meaning | | | | |
| Use the context of a sentence to read unfamiliar words. | | | | |
| **Self-correct consistently.** | | | | |
| *Read age-appropriate books with confidence and fluency, discussing preferences for independent reading choices.* | | | | |
| Infer | | | | |
| With support, answer questions and make some inferences, using evidence from the text to justify answers. | | | | |
| **Tell how a character is feeling, thinking and acting, finding the evidence from the text.** | | | | |
| *Use dictionaries to clarify the meanings of words they have read.* | | | | |
| Predict | | | | |
| **Predict what will happen from details stated or implied.** | | | | |
| *In texts of increasing complexity (beyond Year 4 age appropriate level), predict what will happen from details stated or implied.* | | | | |
| Retrieve | | | | |
| Find and copy information from a text in response to questions of varying style. | | | | |
| **Confidently retrieve and record information from both fiction and non-fiction, including cross curricular texts.** | | | | |
| Summarise | | | | |
| Begin to identify simple common themes in texts, e.g. good vs evil, use of magical devices. | | | | |
| **Identify main ideas drawn from more than one paragraph and summarise these.** | | | | |
| Evaluate | | | | |
| With support, discuss words and phrases that engage the reader. | | | | |
| **Contribute reasoned comments/opinions in discussions about the language used by the author.** | | | | |
| *Give extended explanations of the impact of language choices on meaning.* | | | | |
| Compare | | | | |
| Understand simple similarities and differences between different books and authors. | | | | |
| **Understand simple similarities and differences between different books and authors.** | | | | |
| *Confidently make connections between texts.* | | | | |
| Structure and Presentation | | | | |
| **Understand how the text layout and presentation add to meaning.** | | | | |
| *Comment on the overall effect of text layout.* | | | | |
| **Judgement Made at each assessment point: (EXSE, EXSD etc.)** | | | | |

# YEAR 4: WRITING ASSESSMENT CRITERIA

**Child's Name:**

| Tick each objective only if pupil is 'secure'.  Consult accompanying guidance when making overall judgements (WTSS, EXSE, GDSD etc.) at each assessment point. | | | | |
|---|---|---|---|---|
| Working towards<br>**Expected**<br>*Greater Depth* | Assessment Point | | | |
| | Baseline (July) | 1 | 2 | 3 |
| Organise paragraphs around a theme. | | | | |
| Write effectively and coherently for real purposes and audiences, making some appropriate choices about form. | | | | |
| **Write using an increasingly rich and varied vocabulary appropriate to purpose and form.** | | | | |
| **Compare and contrast a range of poetic styles, mimicking them with own ideas.** | | | | |
| **Use fronted adverbials to vary sentences** *(e.g. 'Later that day', 'On the distant horizon', 'Trembling slightly').* | | | | |
| *Use a range of verb forms consistently and correctly to develop shades of meaning e.g. simple past/present, progressive and perfect forms.* | | | | |
| *In narrative, create settings, characters and plot, developing mood and atmosphere.* | | | | |
| Commas used correctly in lists and increasingly correctly to mark boundaries within sentences. | | | | |
| **Correctly demarcate most sentences using capital letters, full stops, question marks, exclamation, commas in lists and to separate clauses.** | | | | |
| **Develop increasing accuracy in the use of inverted commas and other punctuation to indicate direct speech.** | | | | |
| **Use possessive apostrophe correctly, including in words with irregular plurals.** | | | | |
| **Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so, because, although).** | | | | |
| *Begin to experiment with punctuation for parenthesis.* | | | | |
| *In non-narrative, skilfully deploy a range of organisational devices e.g. sub headings, captions, introductory paragraphs.* | | | | |
| Spell common words correctly, including exception words. | | | | |
| **Spell correctly most words ending –sion, -tion, -cian, -ssion, -sure, -ture** | | | | |
| **Spell homophones mostly correctly – see NC for examples** | | | | |
| **Spell words from Y3/4 list mostly correctly** | | | | |
| *Spell most unknown words correctly using phonic knowledge, knowledge of prefixes and suffixes and etymology (Word list gives examples) e.g. un, dis, mis,  re, sub, super,  auto,  ly, ous, less, ly, tele etc.* | | | | |
| **Begin to use the horizontal and diagonal strokes that are needed to join letters and understand which letters are best left un-joined.** | | | | |
| **Continue to improve the legibility, consistency and quality of joined handwriting.** | | | | |
| **Judgement made at each assessment point (e.g. EXSE, EXSD etc).** | | | | |

**Child's Name:**

| _Tick each objective only if pupil is 'secure'. Consult accompanying guidance when making overall judgements (WTSS, EXSE, GDSD etc). at each assessment point._ | Assessment Point | | | |
|---|---|---|---|---|
| Working towards<br>**Expected**<br>_Greater Depth_<br>_In age appropriate texts, pupils can:_ | Baseline (July) | 1 | 2 | 3 |
| Meaning | | | | |
| Work out the meaning of words based on the context in which they are written. | | | | |
| **Use a range of reading strategies to work out most unfamiliar words.** | | | | |
| _Read aloud and to perform, showing understanding through intonation, tone and volume._ | | | | |
| Infer | | | | |
| Answer questions and make inferences based on what has been read. | | | | |
| **Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text.** | | | | |
| _Use PEE (Point, Evidence, and Explanation) to support inferences._ | | | | |
| Predict | | | | |
| **Predict what might happen in increasingly complex texts using evidence from the text.** | | | | |
| _Predict what might happen from details stated and implied based on:_<br>• _knowledge of the author_<br>• _genres_ | | | | |
| Retrieve | | | | |
| Distinguish between fact and opinion. | | | | |
| **Find and independently record pertinent facts and information from fiction and non-fiction texts.** | | | | |
| Summarise | | | | |
| **Summarise what has happened in a text, using themes from paragraphs to help them.** | | | | |
| Evaluate | | | | |
| Recommend books they have read to their peers, giving reasons for their choices. | | | | |
| **Evaluate how authors use language including figurative language, considering the impact on the reader.** | | | | |
| _Ask and answer questions to improve understanding of themes and authorial intent._ | | | | |
| Compare | | | | |
| Make comparisons and contrasts within and across texts. | | | | |
| **Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts.** | | | | |
| _Discuss viewpoints (both of the author and of fictional characters) within a text and across more than one text._ | | | | |
| Structure and Presentation | | | | |
| Identify the purpose of different organisational structures in texts. | | | | |
| **Discuss how different organisational structures in texts add to the meaning.** | | | | |
| **Judgement Made at each assessment point: (EXSE, EXSD etc).** | | | | |

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# YEAR 5: WRITING ASSESSMENT CRITERIA

**Child's Name:**

| Tick each objective only if pupil is 'secure'. Consult accompanying guidance when making overall judgements (WTSS, EXSE, GDSD etc.) at each assessment point. | | | | |
|---|---|---|---|---|
| Working towards<br>**Expected**<br>*Greater Depth* | Assessment Point | | | |
| | Baseline (July) | 1 | 2 | 3 |
| Write in a variety of genres and forms, taking into account appropriate audience and purpose. | | | | |
| In narratives, describe settings, characters and atmosphere. | | | | |
| **Integrate dialogue in narratives to convey character and advance action.** | | | | |
| **Use an increasing range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms).** | | | | |
| **Use adverbials to add detail and qualification.** | | | | |
| *Use a wide range of devices to build cohesion within and across paragraphs.* | | | | |
| *Use pre and post modification of nouns, including relative clauses, to convey complicated information concisely.* | | | | |
| Use correct subject/verb agreement when using singular and plural. | | | | |
| Use verb tenses consistently and correctly throughout their writing. | | | | |
| Apply punctuation from KS1 and Y3/4 accurately e.g. use commas in lists and after fronted adverbials. | | | | |
| **Use a wide range of clause structures, sometimes varying their position in a sentence.** | | | | |
| **Select a range of verb forms appropriately (past/present; simple/progressive/perfect).** | | | | |
| **Use modal verbs to suggest degrees of possibility.** | | | | |
| **Demonstrate understanding of and increasing control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.** | | | | |
| **Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech, commas to clarify and punctuation for parenthesis).** | | | | |
| *Begin to use the passive voice to affect the presentation of information in a sentence.* | | | | |
| *In some writing, use punctuation increasingly effectively to enhance meaning and avoid ambiguity (e.g. semi-colons, dashes, colons, hyphens).* | | | | |
| Spell most words from the Y3/4 list correctly, plus some from the Y5/6 list. | | | | |
| **Spell correctly many words from the Y5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.** | | | | |
| **Show awareness through spelling between homophones and other words which are often confused.** | | | | |
| *Spell accurately in general, applying knowledge of both the Y5/6 spelling curriculum and etymology/morphology (see English Appendix 1) with increasing accuracy.* | | | | |
| Write legibly | | | | |
| **Develop legibility in joined handwriting when writing at speed.** | | | | |
| **Judgement made at each assessment point (e.g. EXSE, EXSD etc.)** | | | | |

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# YEAR 6: READING ASSESSMENT CRITERIA

**Child's Name:**

| *Tick each objective only if pupil is 'secure'. Consult accompanying guidance when making overall judgements (WTSS, EXSE, GDSD etc). at each assessment point.* | | | | |
|---|---|---|---|---|
| Working towards <br> **Expected** <br> *Greater Depth* <br> *In age appropriate texts, pupils can:* | Assessment Point | | | |
| | Baseline (July) | 1 | 2 | 3 |
| **Meaning** | | | | |
| Work out the meaning of words based on the context in which they are written. | | | | |
| **Read aloud with intonation that demonstrates understanding.** | | | | |
| *Read more complex novels with confidence and fluency, making well-informed reading choices based on knowledge and understanding of authors, genres and styles.* | | | | |
| **Infer** | | | | |
| Show understanding of 'unspoken' elements within a text. | | | | |
| **Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.** | | | | |
| **Predict** | | | | |
| **Predict what might happen from details stated and implied.** | | | | |
| *Predict what might happen drawing on experience of other stories or knowledge of the author's style.* | | | | |
| **Retrieve** | | | | |
| **Find and independently record pertinent facts and information from fiction and non-fiction texts.** | | | | |
| *Retrieve information from increasingly long and complex texts.* | | | | |
| **Summarise** | | | | |
| Summarise main ideas within a chapter or paragraph. | | | | |
| **Summarise main ideas, identifying key details and using quotations for illustration.** | | | | |
| *Summarise the main ideas within novels, maintaining chronology, clarity and making links between events and characters.* | | | | |
| **Evaluate** | | | | |
| **Evaluate how authors use language, including figurative language, considering the impact on the reader.** | | | | |
| *Ask and answer questions to improve understanding of themes and authorial intent in more complex novels.* | | | | |
| **Compare** | | | | |
| Compare and contrast themes and storylines, characters and settings. | | | | |
| **Make comparisons within and across books/authors by giving examples of similarities/differences.** | | | | |
| *Compare novels and discuss preferences, giving reasons for choices based on style and content.* | | | | |
| **Structure and Presentation** | | | | |
| Identify organisational features within texts and comment on their purpose. | | | | |
| **Understand how language, structure and presentation contribute to the meaning of a text.** | | | | |
| **Judgement Made at each assessment point: (EXSE, EXSD etc).** | | | | |

# End of Key stage 2 statutory assessment: Working towards, **Working at**, *Greater depth*

| Name: | A | B | C | D | E | F | Collection |
|---|---|---|---|---|---|---|---|
| **The pupil can:** | | | | | | | |
| write for a range of purposes | | | | | | | |
| **write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)** | | | | | | | |
| *write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)* | | | | | | | |
| in narratives, describe settings and characters | | | | | | | |
| **in narratives, describe settings, characters and atmosphere** | | | | | | | |
| **integrate dialogue in narratives to convey character and advance the action** | | | | | | | |
| **select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)** | | | | | | | |
| *distinguish between the language of speech and writing[3] and choose the appropriate register* | | | | | | | |
| *exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this* | | | | | | | |
| use paragraphs to organise ideas | | | | | | | |
| in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) | | | | | | | |
| **use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs** | | | | | | | |
| **use verb tenses consistently and correctly throughout their writing** | | | | | | | |
| use … mostly correctly — capital letters | | | | | | | |
| use … mostly correctly — full stops | | | | | | | |
| use … mostly correctly — question marks | | | | | | | |
| use … mostly correctly — commas for lists | | | | | | | |
| use … mostly correctly — apostrophes for contraction | | | | | | | |
| **use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)** | | | | | | | |
| *use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity^* | | | | | | | |
| spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* | | | | | | | |
| **spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary** | | | | | | | |
| write legibly[1] | | | | | | | |
| **maintain legibility in joined handwriting when writing at speed[2]** | | | | | | | |
| *[There are no additional statements for spelling or handwriting]* | | | | | | | |

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^ This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

[1] At this standard, there is no specific requirement for a pupil's handwriting to be joined.

[2] The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

[3] Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

Babcock ldp

# MATHS ASSESSMENT CRITERIA – GUIDANCE FOR MAKING JUDGEMENTS

Use this document to help in using the assessment criteria and in making overall judgements ready for tracking pupil progress and attainment. The table below clarifies how to use the system along with useful additional information. **Year 2 will continue to use the Statutory Framework and associated guidance for Maths. There is a set of Maths criteria for use in Y6 to aid teacher assessment throughout the year.**

| Procedure | Additional Information |
|---|---|
| **Baseline judgements must be agreed with the previous class teacher in late July. Agree on which (if any) statements the pupil is already 'secure' in, using the criteria for the pupils' forthcoming school year.** | *Pupils should be assessed against the criteria within which they are working. This should then be coded accordingly within Arbor.* |
| **Tick (and or 'date') a statement ONLY if the child is 'secure' in that particular objective. In other words, if they are consistently and independently demonstrating evidence of attainment against this objective in a range of scenarios.** | *Please note that the objectives may use 'qualifying' language such as 'some', 'most' and 'many'. To clarify:* |
| *Schools may opt to 'tick' and/or date a statement **every** time evidence of it is seen and may agree on a system for indicating when it is 'securely met' but this is a decision to made at school level.* | • *'some' means 'on occasion'* <br> • *'most' means 'frequently but not consistent'* <br> • *'many' means 'only few/occasional errors'* |
| **At each assessment point, an overall judgement is required such that pupil progress can be entered on to your school tracking system. Make the 'emerging', 'developing' or 'secure' judgement based on the guidance below then note it down at the bottom of the assessment sheet, in the grey shaded row. This judgement can now be entered on to your school tracking system.** | *Evidence for attainment can be gleaned from a range of sources including marking, written work, tests, verbal responses, teachers' notes etc. There is no requirement to record where the evidence appears, nor is it necessary to collect 'portfolios' of evidence (unless this is normal practice for your school).* |
| *\*Particular weakness - Teachers can use their discretion to ensure that a particular weakness does not prevent an accurate judgement being made of a pupil's overall attainment. An example may be that a child has a particular weakness in the area of handwriting. This being the case, a particular weakness must not prevent an otherwise accurate judgement being awarded. A particular weakness does not require an IEP but there must be sufficient evidence to show that a child has been supported towards improving this particular area AND the child must be 'secure' within the other judgements.* | *Indicating when an objective has been securely met can be done at any time throughout the course of the term but the assessment sheet **must** be completed at each assessment point, prior to the scheduled data drops. Schools may wish to consider fixing the sheets into pupils' maths books to facilitate regular updating in line with normal marking.* |

# MATHS ASSESSMENT CRITERIA – GUIDANCE FOR MAKING JUDGEMENTS

**Making judgements**: In year 2, the guidance for making WTS, EXS and GDS differs slightly in that ALL statements within each 'band' must be covered in order to award a judgement. Where the number of objectives does not lend itself neatly to calculating a 'percentage', teachers are asked to use professional judgement.

## WTS

| | |
|---|---|
| WTS (baseline) | The pupil ended the previous year on WTSS. If the child was working within the year group below, then they are BWTS. |
| WTSE | Pupil is 'secure' in approximately 10% of EXS statements in the Autumn term. |
| WTSD | Pupil is 'secure' in approximately 33% of EXS statements in the Spring term. |
| WTSS | Pupil is 'secure' in at least 50% of EXS statements in the summer term, although a 'particular weakness'* may mean that one objective may not be satisfied. In this case, WTSS can still be awarded. Please note: This percentage is applicable for the end of the year. If a pupil has achieved 50% of EXS statements by the second data drop, they are EXSD. |

## EXS

| | |
|---|---|
| EXS (baseline) | The pupil ended the year on EXSS. If the child did not meet the required number of objectives for EXSS, then they start the year as WTS. |
| EXSE | Pupil is 'secure' in approximately 25% of EXS statements in the Autumn term. |
| EXSD | Pupil is 'secure' in approximately 50% of EXS statements in the Spring term. |
| EXSS | Pupil is 'secure' in at least 75% of EXS statements. Please note: This percentage is applicable for the end of the year. If a pupil has achieved 75% of EXS statements by the second data drop, including some problem solving and reasoning objectives, they are GDSD.<br>*in Years 2 and 6 ALL EXS statements must be 'securely met', except in the case of a particular weakness. |

## GDS

| | |
|---|---|
| GDS (baseline) | The pupil ended the previous year as GDSS. If the child did not meet the required number of objectives for GDSS, then they start the year as EXS. |
| GDSE | Pupil is 'secure' in at least 40% of EXS statements including some problem solving and reasoning objectives in the Autumn term. |
| GDSD | Pupil is 'secure' in at least 75% of EXS statements including some problem solving and reasoning objectives in the Spring Term |
| GDSS | Pupil is 'secure' in ALL EXS statements.<br>*in Years 2 and 6 ALL GDS statements must be securely met, except in the case of a particular weakness. |

# YEAR 1: MATHS ASSESSMENT CRITERIA

**Child's Name:**

| *Tick each objective only if pupil is 'secure'.* | | | | |
|---|---|---|---|---|
| Key Performance Indicators | Assessment Point | | | |
| | Baseline (July) | 1 | 2 | 3 |
| Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | | | | |
| Count, read and write numbers to 100 in numerals | | | | |
| Count in multiples of 2s, 5s and 10s | | | | |
| Given a number, identify one more and one less | | | | |
| Represent and use number bonds and related subtraction facts within 20 | | | | |
| Add and subtract one-digit and two-digit numbers to 20, including zero | | | | |
| Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. | | | | |
| Recognise, find and name a half as one of two equal parts of an object, shape or quantity | | | | |
| Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | | | | |
| Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] | | | | |
| Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | | | | |
| Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] | | | | |
| Describe position, direction and movement, including whole, half, quarter and three-quarter turns | | | | |
| **Judgement made at each assessment point (e.g. EXSE, EXSD etc.)** | | | | |

# YEAR 2: MATHS ASSESSMENT CRITERIA

**Child's Name:**

| Tick each objective only if pupil is 'secure'.  Consult accompanying guidance when making overall judgements (WTSS, EXSE, GDSD etc.) at each assessment point. | | | | |
|---|---|---|---|---|
| Working towards<br>**Expected**<br>*Greater Depth* | Assessment Point | | | |
| | Baseline (July) | 1 | 2 | 3 |
| Read and write numbers in numerals up to 100 | | | | |
| Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources1 to support them | | | | |
| Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30) | | | | |
| Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4) | | | | |
| Count in twos, fives and tens from 0 and use this to solve problems | | | | |
| Know the value of different coins | | | | |
| Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres). | | | | |
| **Read scales\* in divisions of ones, twos, fives and tens** | | | | |
| **Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus** | | | | |
| **Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)** | | | | |
| **Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)** | | | | |
| **Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary** | | | | |
| **Identify 1/4, 1/3 , 1/2 , 2/4, 3/4, of a number or shape, and know that all parts must be equal parts of the whole** | | | | |
| **Use different coins to make the same amount** | | | | |
| **Read the time on a clock to the nearest 15 minutes** | | | | |
| **Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.** | | | | |
| *Read scales where not all numbers on the scale are given and estimate points in between* | | | | |
| *Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts* | | | | |
| *Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + □; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)* | | | | |

**Child's Name:**

| | | | | |
|---|---|---|---|---|
| *Solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')* | | | | |
| *Read the time on a clock to the nearest 5 minutes* | | | | |
| *Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).* | | | | |
| **Judgement made at each assessment point (e.g. EXSE, EXSD etc.)** | | | | |

# YEAR 3: MATHS ASSESSMENT CRITERIA

**Child's Name:**

| Tick each objective only if pupil is 'secure'. | | | | |
|---|---|---|---|---|
| Key Performance Indicators | Assessment Point | | | |
| | Baseline (July) | 1 | 2 | 3 |
| Count from 0 in multiples of 4, 8, 50 and 100 | | | | |
| Find 10 or 100 more or less than a given number | | | | |
| Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | | | | |
| Solve number problems and practical problems involving these ideas | | | | |
| Add and subtract numbers mentally, including: a three-digit number and ones | | | | |
| A three-digit number and tens | | | | |
| A three-digit number and hundreds | | | | |
| Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | | | | |
| Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | | | | |
| Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods | | | | |
| Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. | | | | |
| Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 | | | | |
| Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | | | | |
| Recognise and show, using diagrams, equivalent fractions with small denominators | | | | |
| Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | | | |
| Add and subtract amounts of money to give change, using both £ and p in practical contexts | | | | |
| Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | | | | |
| Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle | | | | |
| Interpret and present data using bar charts, pictograms and tables | | | | |
| **Judgement made at each assessment point (e.g. EXSE, EXSD etc.)** | | | | |

# YEAR 4: MATHS ASSESSMENT CRITERIA

**Child's Name:**

| Key Performance Indicators | Assessment Point | | | |
|---|---|---|---|---|
| *Tick each objective only if pupil is 'secure'.* | | | | |
| | Baseline (July) | 1 | 2 | 3 |
| Count in multiples of 6, 7, 9, 25 and 1000 | | | | |
| Count backwards through zero to include negative numbers | | | | |
| Order and compare numbers beyond 1000 | | | | |
| Round any number to the nearest 10, 100 or 1000 | | | | |
| Solve number and practical problems that involve all of the above and with increasingly large positive numbers | | | | |
| Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | | | | |
| Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | | | | |
| Recall multiplication and division facts for multiplication tables up to 12 × 12 | | | | |
| Multiply two-digit and three-digit numbers by a one-digit number using formal written layout | | | | |
| Solve problems involving multiplying and adding, including using the distributive law | | | | |
| Multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. | | | | |
| Recognise and show, using diagrams, families of common equivalent fractions | | | | |
| Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. | | | | |
| Round decimals with one decimal place to the nearest whole number | | | | |
| Solve simple measure and money problems involving fractions and decimals to two decimal places. | | | | |
| Convert between different units of measure [for example, kilometre to metre; hour to minute] | | | | |
| Read, write and convert time between analogue and digital 12- and 24-hour clocks | | | | |
| Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | | | | |
| Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | | | | |
| Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes | | | | |
| Identify lines of symmetry in 2-D shapes presented in different orientations | | | | |
| Plot specified points and draw sides to complete a given polygon. | | | | |
| **Judgement made at each assessment point (e.g. EXSE, EXSD etc.)** | | | | |

# YEAR 5: MATHS ASSESMENT CRITERIA

**Child's Name:**

| *Tick each objective only if pupil is 'secure'.* | | | | |
|---|---|---|---|---|
| Key Performance Indicators | Assessment Point | | | |
| | Baseline (July) | 1 | 2 | 3 |
| Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit | | | | |
| Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero | | | | |
| Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 | | | | |
| Solve number problems and practical problems that involve all of the above | | | | |
| Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) | | | | |
| Add and subtract numbers mentally with increasingly large numbers | | | | |
| Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | | | | |
| Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers | | | | |
| Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers | | | | |
| Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context | | | | |
| Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes | | | | |
| Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates | | | | |
| Compare and order fractions whose denominators are all multiples of the same number | | | | |
| Read and write decimal numbers as fractions [for example, 0.71 = 71/100 ] | | | | |
| Read, write, order and compare numbers with up to three decimal places | | | | |
| Solve problems involving number up to three decimal places | | | | |
| Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5 and 4/5 and those fractions with a denominator of a multiple of 10 or 25. | | | | |
| Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) | | | | |
| Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres | | | | |
| Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) | | | | |
| Draw given angles, and measure them in degrees | | | | |

# YEAR 5: MATHS ASSESMENT CRITERIA

**Child's Name:**

| | | | | |
|---|---|---|---|---|
| Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. | | | | |
| Complete, read and interpret information in tables, including timetables | | | | |
| **Judgement made at each assessment point (e.g. EXSE, EXSD etc.)** | | | | |

# YEAR 6: MATHS ASSESSMENT CRITERIA

**Child's Name:**

| Key Performance Indicators | Assessment Point | | | |
|---|---|---|---|---|
| *Tick each objective only if pupil is 'secure'.* | | | | |
| | Baseline (July) | 1 | 2 | 3 |
| Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit | | | | |
| Round any whole number to a required degree of accuracy | | | | |
| Use negative numbers in context, and calculate intervals across zero | | | | |
| Solve number and practical problems that involve all of the above | | | | |
| Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication perform mental calculations, including with mixed operations and large numbers | | | | |
| Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context | | | | |
| Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context | | | | |
| Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | | | | |
| Solve problems involving addition, subtraction, multiplication and division | | | | |
| Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy | | | | |
| Use common factors to simplify fractions; use common multiples to express fractions in the same denomination | | | | |
| Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | | | | |
| Multiply simple pairs of proper fractions, writing the answer in its simplest form  [for example, ¼ x ½ = 1/8] | | | | |
| Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6 ] | | | | |
| Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8 ] | | | | |
| Use written division methods in cases where the answer has up to two decimal places | | | | |
| Solve problems which require answers to be rounded to specified degrees of accuracy | | | | |
| Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. | | | | |
| Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison | | | | |
| Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. | | | | |
| Use simple formulae | | | | |
| Generate and describe linear number sequences | | | | |
| Express missing number problems algebraically | | | | |

# YEAR 6: MATHS ASSESSMENT CRITERIA

**Child's Name:**

| | | | | |
|---|---|---|---|---|
| Find pairs of numbers that satisfy an equation with two unknowns | | | | |
| Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places | | | | |
| Calculate the area of parallelograms and triangles | | | | |
| Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other unit[for example, mm3 and km3] | | | | |
| Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons | | | | |
| Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius | | | | |
| Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles | | | | |
| Describe positions on the full coordinate grid (all four quadrants) | | | | |
| Draw and translate simple shapes on the coordinate plane, and reflect them in the axes | | | | |
| Interpret and construct pie charts and line graphs and use these to solve problems | | | | |
| Calculate and interpret the mean as an average. | | | | |
| **Judgement made at each assessment point (e.g. EXSE, EXSD etc.)** | | | | |