





Houghton Primary School  
*Working hard to achieve our best*

Assessment Policy and Practice (KS1 and KS2)

Date reviewed and adopted:	14.11.2017
Reviewed and adopted by:	Governors: Teaching, Achievement and Standards Committee
Signed: Chair of governors	
Signed: Headteacher	
Date of next review:	Summer 2020 (or sooner as necessary)



## Houghton Primary School

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.  
<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>

This policy and procedure is for Key Stage 1 and Key Stage 2. A separate policy and procedure is in place for Early Years Foundation Stage.

### AIMS AND PRINCIPLES

To ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality teaching is supported and informed by high quality formative assessment.
- Our ethos based on a focus on teaching, supporting and challenging each and every child through a highly individualised approach is underpinned by a range of high quality information gained through assessment processes across the curriculum.
- Assessment enables the attainment and progress of each child to be monitored effectively and supports future planning.
- Assessment provides information which is clear, reliable and free from bias which can be used effectively to inform teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents.
- Children take responsibility for their achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- Assessment is not onerous and can be achieved without making pupils feel stressed and without adding unnecessarily to teacher workload.
- Assessment is inclusive of all abilities.

### DELIVERY

At Houghton School, we use three forms of assessment:

1. Day to Day In-School Formative Assessment
2. In-School Summative Assessment
3. Nationally Standardised Summative Assessments

## Assessment Policy and Practice (KS1 and KS2)

### 1. Day-to-Day in-school formative assessment

Day to Day In-School Formative Assessment is an integral part of teaching and learning. When used effectively it allows teachers to understand pupil performance on a continuing basis, enabling them 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 (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. It helps children to measure their own strengths and areas for development.

At Houghton Primary School a code is used to underpin all formative assessment as follows:

Used by...	<b>RED</b>	<b>AMBER</b>	<b>GREEN</b>
<b>The teacher or learning support assistant:</b>	I think you are confused or don't understand...  <b>STOP and get help...</b>	I think you are getting there... we will keep an eye on you...  <b>CONTINUE with care...</b>	I think you understand fully and you are ready for the next challenge...  <b>GO and keep GOING!</b>
<b>The child:</b>	I am confused or don't understand... <b>I need some help!</b>	I am getting there and understand most of this work... <b>Please keep an eye on me!</b>	I understand this fully and I am ready for the next challenge... <b>Give me the next challenge!</b>

Day to Day In-School Formative Assessment is used across the curriculum using the following strategies:

During the lesson:

#### **WALT... Share the purpose of the learning**

- What? Why? How? We are learning to/that... (WALT)
- Use 'essential learning objectives' – see Houghton Primary School Curriculum statements on school website.
- KS2 write WALT statements in books/on work
- KS1 teachers stick WALT statements in – Y2 write own as they are able.

#### **Teach**

- Know the subject
- Use range of questions to gauge learning
- Adapt as necessary
- Equality of access

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- Keep teacher talk to a minimum
- Keep children mentally and physically active
- Question (using Bloom's Taxonomy question starters)
- Give time for children to think, discuss, explain, question.

### Observe

- Stop talking!
- Stand back
- Observe and listen
- Don't interrupt
- Give children time
- Don't leap in

### Self-Review and Peer Review

- At key points in lesson (and at the end)
- Ask the child/children to RAG rate – colour dot (individually or in pairs)
- Take appropriate action
  - RED – learning conversation
  - AMBER – let them get on, but keep an eye
  - GREEN – learning conversation leading to reinforcement or further challenge

### Talking it through

- Learning conversation
- Open ended questions or conversation openers
  - Tell me how you...
  - Explain your thinking...
  - Teach me to...
  - Why did you...?
- RAG rate the child's learning accordingly – colour dot. Explain the rating to the child.
- Target learning conversations according to observation
- Aim to 'touch base' with every child at least once a week.
- NO RECORDING – evidence in learning outcomes and progress, monitoring of teaching and children's ability to articulate learning with others.

### Adapt as necessary

- Respond to on-going assessment
- Change teaching/lesson as necessary

### Independent or Supported?

- Use symbol (S) to indicate if a child has had support during the lesson within heavily guided group work or during one-to-one support.

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After the lesson;

### Scan and sort

- Review learning through physical outcomes and sort into piles

RED	AMBER	GREEN
Children who need specific help/support before or in the next lesson. This is recorded in an 'Intervention Record Book' used by the teaching team to ensure that action is taken and impact recorded.	Children who we will need to keep a particular eye on during the next lesson to ensure that they understand.	Children who need the next level of challenge in order to deepen or further their learning.

- RAG rate using dots
- If more than one dot – state why e.g.
  - Handwriting
  - Use of punctuation

### Identify intervention/support

- Note down child/children who need intervention before next lesson to address misconceptions or to 'diminish differences'/close gaps USE INTERVENTION RECORD BOOK

### Write immediate action on child's work ONLY as necessary

**DO NOT do this if action is going to take place in the following lesson e.g. through teaching or intervention.**

- Address IMMEDIATE action for child to improve work/apply learning by using NOW statements e.g.

*'Now copy out the last sentence using neatly, joined handwriting.'*

*'Now complete 2 more calculations showing working out.'*

*'Now go back and correct the spelling errors I have underlined.'*

*'Now go back and correct the 3 places where you have not used capital letters.'*

- Do not address longer term targets using NOW statements e.g. 'Now focus on punctuation' is not appropriate as it is not an immediate 'fix'.

NB: Must give children time to read and take action before next lesson. Ask children to double tick to show that they have read the comment and carried out the action.

**There is no requirement to write anything else. Teachers can write a 'well-being' comment if they wish e.g. *Lovely! Well done! Super work! You have tried hard. I enjoyed reading this.***

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### Planning

Teachers must use the information gained from the assessment processes outlined above to plan. The 'golden' principles of planning are:

#### 1. Keep it Simple

Planning is for the teacher to enable them to ensure that they teach the curriculum and respond to the outcomes of the children's previous learning identified in the review/marking or from assessment outcomes. It does not have to be written down in any specific format. Whilst teachers may have an overview of what they may cover during a week they should not plan for a week as this will prohibit responsive planning according to children's needs.

#### 2. Equality

All children are entitled to access the curriculum for their year group (unless specified needs within a PIP and/or EHC plan). Differentiation is through targeted support as necessary e.g. pre-learning and/or intervention to 'diminish the differences' that may be a barrier to learning for individuals. Support should be targeted and focused with the intention that it will have impact.

#### 3. Depth of Learning

Ensure that teaching and activities enable depth of learning (see below) BAD teaching refers to Basic, Advancing and Deep learning. Ensure that this is carefully thought about when planning to enable all children the opportunity to secure deeper learning over time and with appropriate challenge.

Depth of Learning	Cognitive Challenge	Predominant Teaching Style	Typically, children will...
<b>BASIC</b>	Low level cognitive demand. Following instructions.	Modelling Explaining	... name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
<b>ADVANCING</b>	Higher level cognitive demand. Mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	... apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.

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Depth of Learning	Cognitive Challenge	Predominant Teaching Style	Typically, children will...
<b>DEEP</b>	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Coaching Mentoring	... solve no-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

### 2. In-School Summative Assessment

In-school summative assessments are used to provide information about how well children have retained knowledge and understanding in a given area over time.

Used effectively well-chosen in-school summative assessments provide teachers with information about each pupil and help to identify areas of strength and areas which need development or support. This enables teachers to target support appropriate to individual needs between summative assessments. They can also provide information about the strengths and areas for development for groups and cohorts. This enables teachers to ensure that medium term planning for the class is appropriate to their needs.

In-school summative assessments also enable the attainment of children to be monitored over time. This provides an in-school measure of progress for each child.

**Choice of in-school summative assessments:** At Houghton Primary School we use a range of school produced and published assessments in core curriculum areas to support our in-school summative assessments. Each assessment has been extensively researched, trialled and chosen with our policy in mind, particularly the principles that;

- Assessment should provide information which is clear, reliable and free from bias which can be used effectively to inform teaching and learning.
- Assessment is not onerous and can be achieved without making pupils feel stressed and without adding unnecessarily to teacher workload.

Details of the in-school summative assessments used are provided in the appendices.

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**Frequency:** In-school summative assessments are timetabled across the year, planned with pupil and staff well-being in mind. We use these assessments to inform teaching, support and intervention and therefore use them at times of the year which we feel best informs our 'next steps' approach as well as ensuring that pupils needs are being met through well-informed assessments and are therefore less likely to fall behind or not be appropriately taught and challenged. An annual planner is created at the start of each new school year to lay out when each assessment will be completed.

In-school summative assessments are moderated across the school and with colleagues from other schools.

### Using in-school summative assessment: Analysis and Planning

All teachers mark the in-school summative assessments for their cohort (it is not delegated to other staff). This enables them to see, first-hand, the strengths and areas for development for each child. It enables them to see which questions were tackled confidently and how each question was tackled, providing much more information than just a raw score.

Teachers record the assessments for each child on to specific record sheets for each of the core areas of the curriculum. This enables, at a glance, teachers to analyse assessment information in terms of areas of strength and areas that need to be re-visited or taught within the coming weeks. (See Appendices) Teachers use these records to complete medium term planning which provides an overview for the coming weeks, picking up on identified gaps for the cohort as well as ensuring curriculum coverage. (See Appendices)

**Defining Attainment:** At Houghton Primary School we have not adopted a numerical system or levels of attainment. We use the outcomes of in-school summative assessments together with the information gained during-school day to day formative assessment to make a summative judgement about each pupil's attainment at least once a term.

Teachers use their knowledge of each subject together, summative assessment outcomes and exemplification resources and materials provided by the Department for Education (if available) to judge the progress of individual pupils towards end of year Age Related Expectations (ARE).

For each year group we define attainment using the following terms:

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Judgement	Houghton Primary School Definition
<b>Emerging</b>	Pupil is working in the early stages of knowledge and understanding of the end of year Age Related Expectations for the year group within this subject. This pupil needs support and further teaching to understand and to be able to work confidently and independently.
<b>Developing</b>	Pupil is developing greater knowledge and understanding of the end of year Age Related Expectations for the year group within this subject. This child is not yet fully secure and continues to need some support in identified areas.
<b>Securing</b>	Pupil is working comfortably and confidently within the end of year Age Related Expectations for this year group. They need little support and are applying their knowledge and understanding in a range of contexts.
<b>Greater Depth</b>	Pupil has a deep knowledge and understanding within the end of year Age Related Expectations for this year group. They are able to apply their deep knowledge and understanding confidently in a range of contexts.

Teachers use outcomes of in-school summative assessments to help inform summative teacher assessment. These judgements, together with assessment results are recorded on pupil individual record sheets (See Appendices). Outcomes are shared with parents and Key Stage 2 pupils at termly progress meetings and a Key Focus (to support progress) is identified and recorded for each core area. A note of any planned support/intervention work is also made on this individual record.

Teachers summarise the results of in-school summative assessments at the end of each term. This information is used by school leaders to track the attainment of individuals, groups and cohorts (See Appendices). Teachers meet with the headteacher at least once a term to discuss the attainment and progress of pupils in their class. They are expected to have a good knowledge of the achievement of each pupil and plans in place to ensure that all children make progress in their learning, using assessments to inform those plans. Teachers can seek advice from subject leaders and/or the SENDCo to support planning.

Teachers of Years 2 and 6 use this information to inform their end-of-year Teacher Assessment reported to the Department for Education as follows:

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School Assessment Definition	Department of Education terminology End of KS1	Department of Education terminology End of KS2
Working within a standard for a year group below their age group.	BLW Below the standard of the pre-Key Stage standard	BLW Below the standard of the pre-Key Stage standard
	PKF Pre-Key Stage - foundations for the expected standard	PKF Pre-Key Stage - foundations for the expected standard
		PKE Pre-Key Stage – early development of the expected standard
		PKG Pre-Key Stage – growing development of the expected standard
Emerging or Developing	HNM Has not met the expected standard (for science only)	HNM Has not met the expected standard (for children who have a test result) in reading, GPS, Mathematics and for Science (no test)
	WTS Working towards expected standard (for Reading, Writing and Mathematics)	WTS Working towards standard (used in English – Writing, only)
Secure	EXS Working at expected standard (for Reading, Writing, Mathematics and Science)	EXS Working at expected standard (for Reading, Writing and Mathematics)
Greater Depth	GDS Working at greater depth within expected standard (for Reading, Writing and Mathematics)	GDS Working at greater depth within expected standard (Writing only)

Where children with Special Educational Needs are working at a standard below those defined in the National Curriculum the school will use 'P Scales' to assess their attainment and progress.

### 3. National standardised summative assessment

Nationally standardised assessments are used to:

- Provide information on how children are performing in comparison to children nationally.

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- Provide parents with information on how the school is performing in comparison to schools nationally.
- Provide teachers with an understanding of national expectations and to assess their own performance in the broader national context.
- Provide school leaders, including governors, with information which enables them to be able to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.
- Provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of nationally standardised summative assessments are used at Houghton Primary School in line with statutory requirements:

Year Group	Nationally Standardised Assessments
Year 1	Phonics Check (June)
Year 2	End of Key Stage 1 Assessments (including Standard Assessment Tasks or SATS) in; <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing (teacher assessment only, no SAT)</li> <li>• Grammar, Punctuation and Spelling</li> <li>• Mathematics</li> </ul> SATS completed in May, Teacher Assessments finalised June
Year 6	End of Key Stage 1 Assessments (including Standard Assessment Tasks or SATS) in; <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing (teacher assessment only, no SAT)</li> <li>• Grammar, Punctuation and Spelling</li> <li>• Mathematics</li> </ul> SATS completed in May, Teacher Assessments finalised June.

The school adheres to all statutory requirements relating to the National standardised summative assessments using statutory guidance within the Assessment and Reporting Arrangements (ARA) documents provided by Department for Education. The administration of these assessments is monitored by school governors.

Outcomes for individuals are shared with parents at the final Progress meeting of the year in July together with children's Annual Report. A summary of the end of Key Stage 2 National statutory assessments is published on the school's website.

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A summary of all National statutory assessments is shared with governors. This includes an analysis of outcomes for each cohort and groups within each cohort.

This information is used to inform school self-evaluation and forward development planning.

### **AN INCLUSIVE APPROACH TO ASSESSMENT**

Children with additional needs and Special Educational Needs are assessed using in-school day to day formative assessment and in-school summative assessments. Where appropriate and whenever possible, children with additional needs or special educational needs will access in-school summative assessments which are designed for their age group. In-school summative assessments from age groups below chronological age may be used if a child is working well below the standard of their cohort. This is to ensure that their knowledge and understanding is still assessed and progress measured. Outcomes of all assessments are used in the same way as those of other children, to identify areas of strength and areas for development. They help to target appropriate and effective support.

The results and outcomes of pupils with special educational needs are shared with the SENDCo as part of the review of progress within their Pupil Individual Plan (PIP) and within any reviews of Statements or Education, Health, Care Plans.

In addition to the assessments above, the school makes use of additional diagnostic assessments to contribute to the early and accurate identification of pupil's special education needs and any requirements for support and intervention.

### **TRAINING FOR STAFF**

After joining the school, all teachers are provided with a copy of this policy and it forms part of the induction programme.

Assessment is regularly on the agenda of Professional Development meetings and Professional Development Days. External providers may lead training if appropriate. Learning support staff are invited to all professional development days and included in staff training relating to assessment. Further training relating specifically to the role of learning support staff in assessment takes place periodically.

## Assessment Policy and Practice (KS1 and KS2)

Teachers in Years 2 and 6 attend external professional development opportunities relating to statutory end of Key Stage assessments.

School leaders attend external professional development opportunities relating to assessment in order to;

- keep abreast of national developments in assessment
- ensure that statutory requirements are being fulfilled
- develop and improve in-school forms of assessment

### **Monitoring and Evaluation**

The headteacher, as Assessment Leader, is responsible for updating this policy in line with any new developments in the school and new government guidance.

All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, are responsible for ensuring the effectiveness of practice across the school, reporting to the Teaching, Achievement, Behaviour and Safety Governors Committee.

This policy was agreed by teaching staff in September 2017 and adopted by The Teaching, Achievement, Behaviour and Safety Committee of Governors in November 2017.

It will be reviewed every 3 years or sooner if statutory arrangements change.

Next review by September 2020.

**APPENDIX: INTERVENTION RECORD**

Subject:

<b>Date</b>	<b>Child's/Children's Name(s)</b>	<b>Misconception or Difficulty</b>	<b>Summary of support provided</b>	<b>Provided by</b>	<b>Progress of child/children after intervention (dated)</b>





## APPENDIX: Summative Assessments

<b>Reading</b>	Y2 – Y6 Headstart Primary Reading Comprehension tests	Once a term
	KS2 Star Reading Tests (Accelerated Reader)	Every half term
<b>Writing</b>	KS1 and KS2 Use Big Write criteria to assess a portfolio of independent writing for each child	Once a term
	Comparative Analysis writing assessment in Years 2, 4 and 6 using 'No more marking' online programme	Spring and Summer terms
<b>Spelling</b>	KS1 and KS2 Key word list and Year group NC spelling list.	Every half term
<b>Grammar and Punctuation</b>	KS2 Headstart English Grammar and Punctuation tests	Once a term
<b>Phonics</b>	Y1 and Y2 Phonics check materials (previous papers etc)	Every half term
<b>Mathematics</b>	KS1 and KS2 White Rose Mathematics tests	Once a term
<b>All other curriculum areas</b>	Essentials Curriculum checklist	Once a term

See Annual Planner for dates of implementation



**APPENDIX: MEDIUM TERM PLANNING**

Year group:

Term:

<b>Brilliant Beginning:</b>		<b>Topic Title</b>	<b>Fabulous Finish:</b>	
<b>BIG IDEAS</b>				
	<b>Reading</b>			
	<b>Writing</b>			
	<b>Communication</b>			
	<b>Mathematics</b>			
<b>ESSENTIAL SKILLS</b>	<b>ICT</b>			

**Key Drivers**

<p><b>Enquiry</b>                  We want to encourage our children to be inquisitive, to ask questions and be resourceful and independent in their learning. They need opportunities for independent thinking and application of skills whilst developing collaborative learning. They need to be able to take risks and to develop perseverance</p>		
<p><b>Spiritual, Moral, Social and Cultural Development</b>                  Our school believes in                  *truth *justice *equality *a sense of right and wrong</p>		<p><b>Diversity</b>                  to develop our children’s horizons and understanding of a variety of lifestyles</p>
<p><b>Enterprise</b>                  to support our children in developing more independence and the opportunity to show initiative</p>	<p><b>Community</b>                  to develop our wish to be a central part of the community</p>	<p><b>Environment</b>                  to continue to reinforce that we value the environment and feel passionate about its management</p>
<p><b>Risk</b>                  because children need to learn to assess and manage risks by having fun and a little bit of danger!</p>	<p><b>The Arts</b>                  to support our passion for a broad, cultural education for our children</p>	<p><b>Sport</b>                  to support our belief that competition and participation develop confidence</p>

NB: With the exception of Enquiry, not all drivers will be planned for/covered in depth each term, but over the academic year each should have been planned for at least once.

**APPENDIX: INDIVIDUAL TRACKING SHEETS**

<b>Houghton Primary School Individual Record</b>	Name:	Year Group:
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Date of Birth	Gender (B/G)	Pupil Premium		EAL (language)	Additional Needs			Other information
		FSM (Y/N)	Forces (Y/N)		SEN support	SEN support +	Statement or EHC plan	

**Attendance (Number of half day sessions absent)**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

**On-going record through year (notable information which may impact on learning)**

Date	Note	Actions/outcomes as appropriate

**READING**

	Working well below year group expectations (State which year group expectations and E, D, S or M)	Working below year group expectations (1 year below)				Working within year group expectations				Working above year group expectations
		E	D	S	G	E	D	S	G	
End of last year										

This year's teacher assessments based on on-going testing and assessments and 'reading conversations' undertaken during group reading sessions and other reading activities across the curriculum, measured against 'Big Read' criteria. This includes assessment (as appropriate to age/stage) of: **Reading** (decoding), **Retrieval** (literal information form the text), **Exploring** texts (author language and viewpoint), **Analysing** (structure and organisation) and **Deduction** (deducing and inferring).

	Working well below year group expectations (State which year group expectations and E, D, S or M)	Working below year group expectations (1 year below)				Working within year group expectations				Working above year group expectations
		E	D	S	G	E	D	S	G	
Autumn										
Spring										
Summer										

**ORT Reading Record** Record date when moved to next band

Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime

**Phonics Record** Dates/Notes

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6

**Accelerated Reader Record** (nb: children in Y2 do not start on AR until Spring/Summer term)

Date	STAR Reading TEST		Date	Accelerated Reader Record		
	Reading Age	ZPD		Average %	Engaged Reading Time	Average Book Level

**Headstart Reading Test Outcomes (Record % in appropriate box)**

0 - 25% = Emerging      25% - 50% Developing      50% - 75% Secure      76% - 100% Greater Depth

	Working well below year group expectations (State which year group expectations and E, D, S or M)	Working below year group expectations (1 year below)				Working within year group expectations				Working above year group expectations
		E	D	S	G	E	D	S	G	
Autumn										
Spring										
Summer										

**Reading Focus**

	Key Focus (to support progress)	Support/Intervention/Extension
Autumn		
Spring		
Summer		
Into next year...		

**WRITING**

	Working well below year group expectations (State which year group expectations and E, D, S or M)	Working below year group expectations (1 year below)				Working within year group expectations				Working above year group expectations
		E	D	S	G	E	D	S	G	
End of last year										

This year's teacher assessments based on termly assessments using the child's writing 'portfolio' of independent writing within Big Write and other cross-curricular writing activities against agreed criteria. This includes assessment (as appropriate to age/stage) of: **Composition** (planning, drafting, evaluating, editing, proof-reading, structuring and organising text, applying vocabulary, grammar and punctuation) and **Transcription** (Spelling and handwriting)

	Working well below year group expectations (State which year group expectations and E, D, S or M)	Working below year group expectations (1 year below)				Working within year group expectations				Working above year group expectations
		E	D	S	G	E	D	S	G	
Autumn										
Spring										
Summer										

**Headstart Grammar and Punctuation Outcomes (Record % in appropriate box)**

0 - 25% = Emerging      25% - 50% Developing      50% - 75% Secure      76% - 100% Greater Depth

	Working well below year group expectations (State which year group expectations and E, D, S or M)	Working below year group expectations (1 year below)				Working within year group expectations				Working above year group expectations
		E	D	S	G	E	D	S	G	
Autumn										
Spring										
Summer										

**Spelling**

	Working well below year group expectations (State which year group expectations and E, D, S or M)	Working below year group expectations (1 year below)				Working within year group expectations				Working above year group expectations
		E	D	S	G	E	D	S	G	
Autumn										
Spring										
Summer										

**Writing Focus**

		Key Focus (to support progress)	Support/Intervention/Extension
Autumn	Composition		
	Transcription		
Spring	Composition		
	Transcription		
Summer	Composition		
	Transcription		
Into next year...	Composition		
	Transcription		



**MATHS**

	Working well below year group expectations (State which year group expectations and E, D, S or M)	Working below year group expectations (1 year below)				Working within year group expectations				Working above year group expectations
		E	D	S	G	E	D	S	G	
End of last year										
Sept										

This year’s teacher assessments based on half termly assessment using age-related tests together with teacher assessment of child’s independent maths work across the curriculum. This includes assessment (as appropriate to age/stage) of a child’s knowledge and understanding of: Place value, Addition, Subtraction, Multiplication, Division, Fractions, Ration, Percentages, Algebra, Measures, Geometry, Position and Direction, Statistics

	Working well below year group expectations (State which year group expectations and E, D, S or M)	Working below year group expectations (1 year below)				Working within year group expectations				Working above year group expectations
		E	D	S	G	E	D	S	G	
Autumn										
Spring										
Summer										

**WHITE ROSE Maths Outcomes**

	Working well below year group expectations (State which year group expectations and E, D, S or M)	Working below year group expectations (1 year below)				Working within year group expectations				Working above year group expectations
		E	D	S	G	E	D	S	G	
Autumn										
Spring										
Summer										

**Maths Focus**

	Key Focus (to support progress)	Support/Intervention/Extension
Autumn 1		
Autumn 2		
Spring 1		
Spring 2		
Summer 1		
Summer 2		
Into next year...		

**APPENDIX: EXAMPLE COHORT TRACKING GRID**

Year Group:

Subject:

**READING**

Date:

Number in cohort:

Teacher:

**Using formative and summative assessments relating to national expectations in this subject  
(see important assessment information on reverse)**

**NAMES:**

<p><b>Children not on track to meet national Age Related Expectations in this subject due to identified additional needs</b></p>	<p><b>Children not on track to reach national Age Related Expectations in this subject</b></p>
<p><b>Children on track to meet Age Related Expectations in this subject</b></p>	<p><b>Children on track to achieve Age Related Expectations in this subject in 'even greater depth'</b></p>

**Indicate:**

Boys	Girls	Pupil Premium (FSM)	Pupil Premium (Service Family)	Pupil Premium (LAC/Adopted)	EAL	SEN Statement/ EHC Plan	SEN Support
Highlight	Highlight	PP	PP(S)	PP(LAC)	EAL	S	SEN

## Summary:

	Number of children in cohort	Number not on track (identified additional needs)	Number not on track	Number on track	Number likely to achieve in even greater depth
<b>All children</b>					
<b>Boys</b>					
<b>Girls</b>					
<b>Pupil Premium (FSM)</b>					
<b>Pupil Premium (Service Family)</b>					
<b>Pupil Premium (LAC/Adopted)</b>					
<b>SEN (Statement/EHC Plan)</b>					
<b>SEN Support</b>					
<b>EAL</b>					

Important information relating to assessment in this subject:

<b>To demonstrate greater depth learners need to show that they can deal with the expectations independently, fluently and use their reasoning skills.</b>	
<b>The main elements of this are as follows:</b>	
<b>Independence</b>	Can apply the skill or knowledge without recall to the teacher/teaching assistant
<b>Fluency</b>	Can apply the skill and knowledge with a high level of confidence
<b>Application</b>	Can apply the skill and knowledge to a range of different contexts, including other areas of the curriculum
<b>Consistency</b>	Will be consistent in their use of skills and knowledge
<b>Synthesise</b>	Can organise ideas, information or experiences into new, more complex interpretations and relationships
<b>Re-Visit</b>	Can come back to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty

**Assessment information drawn on for this subject area:**

**READING**

<b>Formative</b>	<b>Summative</b>
Unaided, independent Reading across the curriculum as captured in: <ul style="list-style-type: none"> <li>On-going Group Reading Records</li> <li>Written work across the curriculum which requires children to read independently</li> </ul>	Y1/Y2: Benchmarking Reading Assessments Y2-Y6: Accelerated Reader Quizzes and Star Tests Y1-Y6: Reading Tests (Headstart) as available

Children's aided Reading work and 'practice' Reading (e.g. when being specifically taught a skill or aspect of knowledge) should not be used to make an assessment. Adults must be certain that the child has mastered the reading skill/knowledge and can demonstrate this as above before making a secure judgement relating to any aspect of reading.

**APPENDIX: ASSESSMENT ACROSS THE CURRICULUM**

Pupil's Name:

Date of Birth	Gender (B/G)	Pupil Premium		EAL (language)	Additional Needs			Other information
		FSM (Y/N)	Forces (Y/N)		SEN support	SEN support +	Statement or EHC plan	

**Science**

Essential Learning Objective		December			April			July		
		B	A	D	B	A	D	B	A	D
<b>Skills</b>	To work scientifically									
<b>Bio</b>	To understand plants									
<b>Bio</b>	To understand animals and humans									
<b>Bio</b>	To investigate living things									
<b>Bio</b>	To understand evolution and inheritance									
<b>Chem</b>	To investigate materials									
<b>Phys</b>	To understand movement, forces and magnets									
<b>Phys</b>	To understand the Earth's movement in space									
<b>Phys</b>	To investigate light and seeing									
<b>Phys</b>	To investigate sound and hearing									
<b>Phys</b>	To understand electrical circuits									

**Geography**

	To investigate places			To investigate patterns			To communicate geographically		
	B	A	D	B	A	D	B	A	D
<b>December</b>									
<b>April</b>									
<b>July</b>									

**History**

	To investigate and interpret the past			To build an overview of world picture			To understand chronology			To communicate historically		
	B	A	D	B	A	D	B	A	D	B	A	D
<b>December</b>												
<b>April</b>												
<b>July</b>												

**Art and Design**

	To develop ideas			To master techniques			To take inspiration from the greats		
	B	A	D	B	A	D	B	A	D
<b>December</b>									
<b>April</b>									
<b>July</b>									

**Design and Technology**

	To develop ideas			To master techniques			To take inspiration from the greats		
	B	A	D	B	A	D	B	A	D
December									
April									
July									

**Music**

	To perform			To compose			To transcribe			To describe		
	B	A	D	B	A	D	B	A	D	B	A	D
December												
April												
July												

**Computing**

	To code			To connect			To communicate			To collect		
	B	A	D	B	A	D	B	A	D	B	A	D
December												
April												
July												

**Languages (KS2)**

	To read in German (taught curriculum)			To write in German (taught curriculum)			To speak German (taught curriculum)			To understand the culture of countries where German is spoken		
	B	A	D	B	A	D	B	A	D	B	A	D
December												
April												
July												

**Religious Education**

	To understand beliefs and teachings			To understand practices and lifestyles			To understand how beliefs are conveyed			To reflect			To understand values		
	B	A	D	B	A	D	B	A	D	B	A	D	B	A	D
December															
April															
July															