



## **Deanshanger Primary School**

### **Assessment, Recording and Reporting Policy**

#### **Types of Assessment**

There are two types of assessment that have very different purposes:

1. Formative assessment for teachers (AfL)
  - In class 'real time'
  - Progress over time in books/ folders
  - Should be manageable
2. Summative assessments for leaders, children and parents (AoL). This involves:
  - Tracking
  - Monitoring
  - Should be manageable

#### **Guiding Principles of Assessment**

Why do we assess? (Adapted from 'Life after Levels', a Guide from The Key, Autumn 2014)

- To inform children, their parents and teachers about progress to date and what has been achieved.
- To inform children, their parents and teacher about the next steps and gaps to address.
- To inform school leaders about progress of children, and groups of children.
- To inform school leaders about gaps and help target resources and interventions.

We need to ensure we have incorporated the following elements to ensure our system is fit for purpose (adapted from 'Report of the NAHT Commission on Assessment', February 2014):

Assessment is:

- At the heart of teaching and learning
- Is fair to all abilities
- Is honest and transparent about what has been achieved
- Accurate through moderation
- Ambitious through objective criteria that creates high expectations for all children
- Appropriate, considering age, ability and the required feedback
- Consistent through judgements both within and between schools
- Meaningful, by providing the appropriate information for all stakeholders

#### **Assessment expectations guiding curriculum planning**

- Teaching objectives and learning outcomes must be an integral feature of medium and short term planning. Therefore, for each unit of work which we plan, we will make clear exactly what skills and knowledge we plan to teach, and the 'behaviour' the children will be able to demonstrate as proof that successful teaching and learning has taken place.
- The curricular targets which we set can be for groups of pupils, whole classes, or individual pupils. They will be medium term (e.g. one term) or short term (e.g. few lessons). They may well relate to targets agreed as part of our provision management system. Additionally, they will relate to areas of development identified in analysing pupil performance following our periodic assessments.
- The curricular targets we set will directly support the achievement of year group expectations related to raising standards. In Term 1, all teachers will agree the targets for the core areas of the curriculum (reading, writing and maths) as part of their performance management process. Pupils' progress towards these targets will be reviewed as part of the performance management process. We are aiming for 80% of all teaching groups to achieve the combined expected standard in these core areas. In some groups we will aim for 100%. We will aim to achieve the current 'floor target' of 65% of children reaching the combined expected standard in reading, maths and writing in all year groups.
- Generally, each child's target will be based on the assumption of 3 steps of progress being made per year in all phases of the school (Foundation Stage to Year 6).
- Children working securely within Early Learning Goals (ELGs) at the end of FS ('Expected' in all the ELGs of the Prime areas and Literacy and Mathematics) will be set targets aspiring to be expected at the end of Year 2. Those working fully at and beyond ELGs 'Exceeding' in all the ELGs of the Prime areas and Literacy and Mathematics) will be set targets aspiring to be 'Exceeding' year group expectations at the end of Year 2. This will require a target of 'Exceeding' for the end of Year 1. This expectation will be rolled forward to end of KS2.

## **Formative Assessment**

This is the most important form of assessment for children and teachers. This will let both know what can be done and what needs to be learnt next through next steps or gaps in knowledge and understanding. This will be obvious in books by and for the children and record keeping by and for the teacher.

### **Formative Assessment in the classroom**

- We will share the 'bigger picture' of each unit of study with the children and within this the learning outcomes. This will enable them to understand what it is they are going to learn and how it links to what they have already learnt. We may also explain how it will relate to what they will learn in the future. We may also let the children know at the start of a unit of study exactly how they will be assessed at the end, and what the success criteria will be. Visual learners will greatly benefit from seeing this information presented as a diagram or mind-map – and this will also act as a useful revision aid for all children.
- Our teaching objectives are set using our approach towards planning referred to as 'One Star, Two Star, Three Star, Shooting Star'. Learning objectives are set as 'stars'. In our maths planning, children choose the star appropriate to them. In English planning, we use the star approach, toolkit and menu marking. See our whole school policy on marking and feedback for further guidance.
- Pupils should often be actively involved in establishing success criteria and in determining their progress in relation to these criteria. To achieve this, they will use methods such as peer and self- assessment.
- Learning outcomes and success criteria should be differentiated to ensure that all pupils can make appropriate progress towards the learning objectives. This applies to our most and least able learners.

- When we teach, our explanations, questions and feedback should be focused on the learning objectives. This will help us to achieve the learning outcomes for which we have planned.
- We should provide planned opportunities in lessons for regular, oral feedback. These may include a check at the start of the lesson about what has been retained from previous lessons, a mid-lesson pit-stop ‘how are we doing?’ check, and a summary of the learning achieved as part of the plenary. See our whole school policy on marking and feedback for further guidance.
- Our written feedback should provide prompt, helpful comments to pupils on what they have done well, and how they can improve their work to make progress towards curricular and personal targets. In the longer term, written feedback forms an important record of progress over time for pupils and their parents. See our whole school policy on marking and feedback for further guidance.
- Whilst oral and written feedback will be largely focussed on the planned learning outcomes and success criteria, we will also recognise outcomes and other issues which have not been planned for.
- We will encourage and train pupils to discuss their strategies for learning and to take increasing responsibility for assessing their own and others’ progress.
- We will model and share samples of exemplary work with pupils to illustrate how higher standards can be achieved. A ‘WAGOLL’ (‘What a good one looks like’) may well be shared with children at the beginning of their learning experience – or during the course of a lesson by sharing ‘work in progress’ – possibly using a visualiser. WAGOLLs will also be displayed in the classroom so children are aware of what good work looks like and the standards they should be aspiring towards.
- For a concise overview of effective ‘AfL’ strategies we expect to be used in each lesson. See Appendix 5 and our whole school policy on marking and feedback.
- Information from our assessment systems will be used, where appropriate, to differentiate pupil’s work to ensure learning is optimised.

### **Formative Assessment in books**

This will be through:

- Our teaching objectives using our approach towards planning referred to as ‘One Star, Two Star, Three Star, Shooting Star’. Learning objectives are set as ‘stars’. In our maths planning, children choose the star appropriate to them. In English planning, we use the star approach, toolkit and menu marking. See our whole school policy on marking and feedback for further guidance.
- A self-reflection, by the child in maths, of how they feel against achieving the learning objective. (Fix it, Revisit it, and Boost it). Children will then place their books in one of three piles, based on their decision to grade themselves as needing to fix it, revisit it or boost it. Several sessions over the week should then provide children with about 5-10 minutes at the beginning of the lesson to act upon the self-assessment from the previous lesson. For example, the teacher should work with those children who chose ‘Fix it’, provide consolidation work for those who chose ‘Revisit it’ and extension/challenge for those who chose ‘Boost it’. See our separate marking and feedback policies for further guidance.
- Marking and feedback will use our current system – green for good, pink for improvement and purple for the child’s response to how they can improve their work using the fix it, revisit it or boost it principle. Signs in cursive script explaining our approach towards marking should be prominently displayed in classrooms.
- Marking comments will relate to using ideas from a ‘Growth Mindset’ model – ‘Yes I Can’ attitude.

## **Teacher/children records of formative assessment**

- This will be through the use of our pathways for reading and writing/Abacus assessment materials. These relate to national curriculum objectives. These statements/trackers will be kept in the front and rear of pupil exercise books. They should be highlighted 'green' for data capture 1, 'orange' for data capture 2 and 'pink' for data capture 3.

## **Maths**

- We will use the Abacus 'Assess and Progress' materials. These will be stapled in the front of children's exercise books so they can be handed onto to the next class teacher and guide the child, parent and teacher about areas the child needs to focus on to ensure learning is optimised.

## **Writing**

- We will use our statements for writing known as the 'Writing Pathways'. These will be stapled in the front of children's exercise books so they can be handed onto to the next class teacher and guide the child, parent and teacher about areas the child needs to focus on to ensure learning is optimised.
- As with the statutory moderation process at the end of KS1 and KS2, writing will be assessed using a range of aided and unaided pieces over the assessment period. There should be at least one unaided piece. Writing should be across a range of genres. See our separate school English policy and handbook for guidance on the range of genres covered for writing.
- First of the Month (FoTM) pieces should be completed once a month and should be an unaided pieces of writing. First of the Month books should be handed onto the next class teacher.

## **Reading**

- We will use our reading statements known as the 'Reading Pathways'. These will be stapled in the front of children's exercise books so they can be handed onto to the next class teacher and guide the child, parent and teacher about areas the child needs to focus on to ensure learning is optimised.
- Evidence for reading will come from the following:
  - Guided reading sessions;
  - Shared reading sessions;
  - Discussion around a text;
  - Role play, visual literacy, D4W around a text;
  - Individualised reading book and reading records;
  - Differentiated comprehension questions around a text;
  - Home/School Diary records;
  - Evidence can be work from reading books, post-it notes from group sessions.

## **Summative Assessment**

This is the information (data) that is needed by leaders, governors, LA, OfSTED& DfE to help measure the impact and quality of teaching over time and the progress of cohorts and groups of children.

- We use our own Foundation Stage baseline. This data will be used to help set targets for this cohort of children. The data will also be entered into our tracking system. This will help inform the progress and attainment for this cohort of children.
- Progress will continue to be measured from Foundation Stage to Year 6.
- For Years 1-6, teachers will be using ongoing formative assessment as outlined above to make judgements about how well children are doing. Additionally, we will also be using NFER tests in Y3, Y4 and Y5 in January and June. Y2 and Y6 will sit statutory assessments in May for reading, SPaG (Spelling, Punctuation and Grammar) and maths. Children will either be working at, working towards or exceeding the expected standard for that year group. For children working below year group expectations there is further guidance in the Interim pre-key stage standards for children working below the test standard. There will be some children who are working below these standards and will be assessed against the 'P-Scales'.
- We will be using the Abacus assessment materials at the end of each term for maths. Results from these assessments will be entered into the 'Assess and Progress' data base. This information will feed into an overall summative judgement that will be entered into our tracking system.
- Writing will be assessed against our school based criterion known as the 'Writing Pathways'. These pathways have been informed by the statutory end of KS1 and KS2 performance descriptors. A range of work (independent, guided and shared writing) should be used as evidence across a range of genres.
- There will be three data captures throughout the academic year. Data will be analysed and presented to key stakeholders using the 'School on a Page' format. This should be clear and transparent to all stakeholders.
- We will strive to ensure that our performance data (attainment and progress) is at least 'in line' with national expectations. We will also investigate the progress of all children.
- For any child who falls behind we will ensure they are included on our whole school provision map and an immediate course of action is taken to eradicate underperformance. Particular focus will be placed on the performance of groups of children – pupil premium, girls, boys, SEND children...

*When deciding on the overall judgement for the child, the class teachers should not base it solely on the test data. They must use their own professional judgement based on the wide range of evidence that they have about the child.*

## **Tracking**

We will track our data for maths, reading, writing, SPAG, RE and science in 'iTrack'. We will use 5 statements. They are as follows:

1	Beginning the programme of work for that particular year group.
2	Working towards the expected standard for the particular year group.
3	Working at the expected standard for the particular year group.
4	Exceeding the expected standard for the particular year group.
5	Working at a 'deep' level significantly above the expected standard for the particular year group.

- We are currently using 'iTrack' as our tracking system. This will provide the SLT, governors, LA and OfSTED with what the information they need about specific pupils groups and

cohorts whilst at the same time provide something that is manageable and meaningful for class teachers.

- There will be three data capture points throughout the year. These are specified in the school calendar of events.
- Teachers will analyse the data for their teaching groups using the 'Class Data Analysis' proforma. See Appendix 6 for further details of this. Once completed this form will be stored on the shared network in the school 'Assessment' folder.

### **Standardisation and Moderation**

- The DfE has produced standardised pieces of work to aid the implementation of the performance descriptors for 2018 at both KS1 and KS2. Standardisation is important as these are the agreed standards expected for each stage/age of a child's education. We assess against the national teacher assessment frameworks for the end of KS1 and KS2.
- Moderation (measuring a piece of work against the agreed standard) will be undertaken throughout the autumn and spring terms. Staff meeting time will be given over to this to enable class teachers to work towards 100% consistency of assessment. We will use the objectives outlined in our reading/writing statements, Abacus and interim performance descriptors for Year 2 and 6 will help us to form our teacher assessed judgements.

### **Record keeping**

- We will collate information on each pupil's prior learning and levels of attainment. Our Foundation Stage teachers will liaise with local pre-school groups to gather information relating to all aspects of the child's development. Additionally, school visits are undertaken prior to entry to school.
- For pupils who transfer to us at other times, we will obtain data from their previous school via the Common Transfer Form and by requesting records; similarly, we pass on information to 'receiving schools' when pupils leave us.
- Teachers will meet during the summer term to share information on pupils' prior learning, levels of attainment, study habits, etc. This information is also recorded in our class data files and tracker information for reading, writing and maths.
- Our assessment records will, when used effectively, support us in our efforts to extend each pupil's learning. We will be able to see clearly what every pupil has achieved so far, and what they need to do next to move on to the next step. Our records need to be comprehensive, accurate and up-to-date.
- FS records will be maintained using 'Tapestry'. Parents and teachers have access to these records. For the 2017/2018 academic year 'Tapestry' is also being shared with Year 1 parents to enable greater transparency of their child's learning journey.
- Records for the core subjects (reading, writing, maths and science) should be maintained in 'iTrack' and using the pathways for reading, writing and science. 'Assess and Progress' grids should be used for maths. Records for the non-core subjects will consist of a single paper covering all the subjects covered in an IPC unit with an overall number showing the child's performance in these areas.
- We will give feedback to parents about progress towards their children's targets at termly parent consultation evenings and in the annual pupil report

### **Monitoring and supporting academic progress**

- We will use appropriate data to set targets for every pupil at the end of each academic year. These targets are negotiated between teachers and their performance managers. The

targets are informed by prior pupil performance, based upon appropriately selected data. FS point scores, FFT and Analyse School Performance data are used to set challenging but realistic targets.

- During the academic year, we are involved in annual reviews of pupil progress with our attached School Improvement Partner. We set targets for all year groups in the areas of maths, reading and writing. We have termly assessment meetings to monitor the progress of all year groups.
- At the end of each assessment point the head teacher, SLT and maths/English subject coordinators will produce an analysis of assessment information from a range of sources using the 'School on a Page' document, including assessments and Foundation Stage Profile scores. Arising from this, specific aspects of the curriculum will be a foci for improvement. These foci – and the actions needed to improve standards - will feed into the School Improvement Plan, subject improvement plans and individual colleagues' Performance Management targets.
- We will monitor the implementation of these features of 'Assessment for Learning' through our Performance Management lesson observations of teachers and teaching assistants. We will give colleagues feedback orally. Also, SLT and subject leaders will monitor these features through their work to examine the quality of teaching and learning in specific areas. Governors will undertake regular learning walks to monitor these aspects.
- The interim Performance Management and pupil progress interviews may well identify pupil underachievement. Prompt, decisive action must be taken to support these pupils' improvement.
- Teachers will use pupil performance data – along with their general observations – to plan appropriate intervention activities for children who are not making anticipated progress. Teachers should incorporate these interventions within planning. Teachers may deliver the intervention activities themselves (e.g. through guided groups) or they may delegate the delivery of this support to learning support assistants as appropriate. If delegated, the class teacher will still carefully monitor the pupil's learning experience and their progress, and make amendments as necessary. Teachers may, of course, consult with our SENCO or other experienced colleagues for advice in planning these interventions.

*However, having said this, the key strategy for eliminating pupil underachievement is ensuring all teaching is 'quality first' teaching that closely matches the learning needs of all pupils in the class.*

## **Leadership and Management**

- The school's leadership team and the governors will closely monitor pupils' performance in national tests and our own internal assessments. They will make extensive use of Analyse School Performance reports, Arbor reports and SIP reports. They will also analyse pupil performance of specific 'vulnerable' groups – e.g. boys, girls, FSM, ethnic groups and SEN.
- The leadership team will help teachers to make full use of value-added and benchmarking data to analyse pupils' progress and achievement, and to set ambitious but realistic targets for individuals and groups. This will be facilitated through the school's PM process;
- All teachers need to be fully aware of the distinctions between attainment/standards, achievement and progress - and they should be able to explain them to pupils and parents.

## **Reports**

- In our annual reports to parents, we will provide comments on developments in knowledge, understanding and skills in every subject taught. We will phrase the reports in language which is jargon-free, and which gives a clear, concise and balanced indication of the child's overall development. The reports will also include information on how pupils can improve.

- For the core subjects (English, maths, science, computing and RE), we will state whether a child is working at, towards or exceeding the expected standard for the year group. For the non-core subjects, we will use general descriptive terms. For children at the end of Years 2 and 6, we will also provide print-outs of SATs results along with whole-school and national comparisons.
- We will supplement the annual reports with interim information on pupils' attainment and progress with termly parents meetings. We will give oral feedback, and record our comments in writing. We will ask parents to sign a record of the meeting, and we will retain these records in individual pupil blue folders. Additionally, regular informal consultation can be maintained through reading mornings and well-kept home school diaries. We will also contact parents without delay at any point in the school year if we have concerns about a child's progress or development.
- We will host a parents' information evening about our assessment processes and display this information on our school website.

### **Resources to help with Assessment:**

- Shared Planning Folder 'Assessment'
- Pathways for reading and writing.
- SPAG/Reading and maths papers for statutory Y2 and Y6 tests.
- Rising Stars materials.
- Commission on Assessment key findings.
- End of key stage performance descriptors – KS1 and KS2.
- Abacus 'Assessment' section.
- Tapestry.
- 'Assess and Progress' component of Abacus.
- 'iTrack'.
- Testbase. We have a whole school subscription. New national curriculum questions are included for KS1 and the whole of KS2

## Appendix I

### Formal Assessments used at Deanshanger Primary School

<b>Assessment</b>	<b>When</b>	<b>Who</b>	<b>Administrator</b>	<b>Purpose</b>
Baseline Assessment	Within the first six weeks of a child entering school.	Pupils in FS	Foundation Stage Staff ~ Teachers and Teaching Assistants	Progress and attainment measure for FS children.
Early Years Foundation Stage Profile	All year	Pupils in FS	Foundation Stage Staff ~ Teachers and Teaching Assistants	Evidence of pre-school knowledge and skills; provides a starting point for school records and enables targets to be set, progress and attainment to be ascertained.
Key Stage 1 Teacher Assessments	All year	Pupils in Y2	Y2 Staff ~ Teachers and Teaching Assistants	To measure pupil performance at the end of KS1. To be able to calculate 'value added' from FSP scores. To be able to benchmark school performance. Enables pupil and cohort targets to be set and evaluated.
Key Stage 2 Statutory Assessments	May	Pupils in Y6	Y6 Staff ~ Teachers and Teaching Assistants	To measure pupil performance at the end of KS2. To be able to calculate 'value added' from KS1. To be able to benchmark school performance. Enables pupil and cohort targets to be evaluated.
NFER tests	January/June	Pupils in Y3/Y4/Y5	Y3/Y4/Y5 Staff ~ Teachers and Teaching Assistants	To contribute to the school formative assessment and contribute to the measurement of pupil performance during KS2. To be able to calculate 'value added' from KS1. To be able to benchmark school performance. Enables pupil and cohort targets to be set and evaluated.

YARC Reading Test/ Single Aged Spelling Tests	When children enter the school, and children who we have concerns about Part of annual screening process	Pupils across the school	Teachers and Teaching Assistants across the school	To screen and monitor children's progress in reading and spelling.
Abacus Maths Assessments	Termly	Pupils across the school ~ KS1 & KS2	Teachers and Teaching Assistants across the school	To give information to teachers to establish if pupils are making progress in maths. This information can be used in discussions with parents and PM reviews. This information contributes to pupil curricular target setting and identifying areas in which pupils are underperforming.
STAR Reading Tests/ Accelerated Reader Assessments	Termly As and when children have finished reading individual books.	Pupils from Y2 to Y6	Computerised	This gives an individual reading age and helps to measure progress of reading ages. It also enables teachers/learning support assistants/parents to understand how well children have understood the books they're reading.

## Appendix 2

### Assessment, Recording and Reporting - Key Tools

#### Blue Pupil Files

- Personal information sheets (data and contacts)
- Medical information
- Previous school information (if applicable)
- Copy of annual report
- Parent/teacher consultation sheets
- Copies of individual pupil statutory assessments scores/grades (FSP/KS1/KS2)

#### Formative Assessment Information

- Pupil exercise books – English and maths
- Any pertinent test data
- Assessment guidelines for reading, writing and maths

#### White Data file Contents

- Current teaching timetable. \*
- Class analysis sheet giving contextual details of classes including breakdown of different groups:
  - Girls particularly for maths;
  - Boys particularly for reading;
  - Pupil Premium children;
  - SEND including different SEND groups;
  - Most Able;
  - EAL/Ethnic groups;
  - Underachievement.

This will include data from last summer for all children in reading, writing and maths and include current class lists.

- Results from the Y2 and Y1 phonics test.
- **EYFS profile scores for children in Y1 and Y2.ONLY.\***
- Non-core subject topic/subject tracking linked to IPC.
- SEND information for individual children.
- IEPs\*
- ***If classes were mixed at the end of the academic year, please ensure that there are two data files that reflect these changes.***

***The third teacher in Y6 and Y5 will provide the \* information for their teaching groups. They will keep this information in their own data file. This information will be slotted in to the main data files at the end of each term and the academic year to be handed on to the next teacher.***

***Only records for the last two years should be present.***

#### EYFSP

- Each child has their own profile on Tapestry with analysis indicating the stage of pupil development.

### Appendix 3

## Annual Cycle of Assessment

### Summer Term

- EYFSP/KS1/KS2 end of KS Tests/Tasks.
- KS1/KS2/EYFSP Moderation.
- Third assessment in reading, SPaG, writing and maths and moderation.
- Enter all data into AM/ 'iTrack'
- Transfer data to LA/NCA.
- Finalise TAs for Y2/Y6.
- Update individual pupil records.
- Review pupil progress.
- Identify focus children.
- Set provisional targets.
- Annual report to parents.
- CTF completed for those pupils moving from one school to another.
- Review assessment policy and practices. Feed into SIP/SEF.
- Inter- school transfer meetings using white datafiles.
- Compile 'School on a Page' data.

### Autumn Term

- Target Setting ~ LA/School.
- Order test papers.
- Analyse School Performance Dashboard available.
- Check results from summer assessments.
- PM review and establishing definite targets ~ teacher/pupil.
- Update data files.
- First assessment in reading, writing and maths and moderation.
- Setting of curricular targets with pupils.
- Sharing of pupil progress with parents with clear areas for development.
- Collect EYFS baseline data and set pupil performance targets.
- Compile 'School on a Page' data.

### Spring Term

- Second assessment in reading, writing and maths and moderation.
- Compile 'School on a Page' data.
- Data meetings to evaluate where we are.
- Evaluate progress of 'focus children'.
- Collection and analysis of EYFS mid-year data.
- Sharing of pupil progress with parents with clear areas for development.
- Interim PM review and evaluation of pupil progress targets.
- Update datafiles.
- Applications for special arrangements ~ KS2.
- NFER tests – Y3, Y4, Y5 – Reading, Maths, SPaG.

## Appendix 4

Revised policy for non-core subject records:

IPC Unit: Y5, *The Great, the Bold and the Good*

Class Group: 5 Earthworms

<b>Pupil Name</b>	<b>History</b>	<b>DT</b>	<b>Art</b>	<b>Geography</b>	<b>Overall</b>	<b>Comments</b>
Zarko Gog	1	1	1	1	Emerging	Needed support with timelines
Pilpo Jack	3	3	3	3	Expected	Stitching could be improved on flag of victory

- All non-core subject units should have a whole-class 'end-of-unit' record relating to their IPC unit. At the end of the unit you must be able to make a level judgement using NC level descriptors.
- You may devise an end of unit test, artefact, piece of music, dance or game to enable you to evaluate the level you feel the pupil has achieved through studying this particular unit. The NC site shows exemplar pieces of work that could help you to make judgements.
- These records, when completed, should be kept in the white class data file. These can then be transferred between class teachers at the end of the academic year. During the year, you may prefer to keep 'active' record sheets in your own mark book or file.
- You may wish to keep examples of samples of work relating to three ability ranges within your class. These can then be used for portfolio samples.
- Report comments can be written as you complete units of work. This can ease the June/July work-load!

## Appendix 5

### Effective strategies for day-to-day assessment

The table below was first produced by the Association for Achievement and Improvement through Assessment (AAIA) and usefully links the key characteristics of assessment for learning with appropriate teaching strategies.

<b>Key characteristics of assessment for learning</b>	<b>Teaching strategies What does this look like in the classroom?</b>
Is the teacher clear about the learning objectives/ learning outcomes?	<ul style="list-style-type: none"> <li>• Clearly written on plans</li> <li>• Clearly accessible to pupils</li> <li>• Activities match objective and allow it to be met</li> <li>• Pupils understand what they are learning</li> </ul>
<p>Are the learning objectives shared with the pupils in a way they can understand?</p> <p>Are the success criteria that lie beneath the learning objectives shared or developed with the pupils?</p>	<ul style="list-style-type: none"> <li>• Pupils can rephrase and explain</li> <li>• Language of success criteria is familiar to pupils</li> <li>• Success criteria are regularly used by pupils</li> <li>• Success criteria are accessible to pupils – written in books, on whiteboards, IVB, using a visualiser</li> <li>• Pupils’ discussions are about success criteria with peers and teachers</li> </ul>
Does the teacher explain/ show what ‘good’ work will be like (WAGOLL), i.e. – are pupils clear about the expected standards?	<ul style="list-style-type: none"> <li>• Teacher regularly models expectations using data projector, IVB, visualiser</li> <li>• Teacher regularly shares and discusses examples of other pupils’ work</li> <li>• Pupils articulate what they need to do to improve – specifically</li> <li>• Success criteria/ levels are available and used e.g. displayed in classroom</li> <li>• Pupils’ work is used to exemplify different standards</li> </ul>
Does the teacher use questioning effectively, i.e. to find out what pupils know and understand; to promote further learning; to prompt thinking and reflection?	<ul style="list-style-type: none"> <li>• Teacher asks questions from knowledge to inform evaluation</li> <li>• Teacher uses variety of techniques which ensure maximum participation, e.g. learning/ talk partners, think, pair, share, no hands up</li> <li>• Pupils ask questions frequently of teacher and of each other</li> <li>• Teacher asks differentiated questions to specific pupils</li> <li>• Teacher uses questions throughout the lesson to make pupils think</li> </ul> <p>(From September 2010, we will make increasing use of the ‘hands down’, focussed approach to questioning.)</p>
Does the feedback (both oral and written from appropriate adults and peers) to pupils, focus on the learning objective? Does feedback make pupils aware of the achievements they have made in relation to the learning objective?	<ul style="list-style-type: none"> <li>• Written and oral feedback is understood by pupils and can be explained orally by them.</li> <li>• Pupils’ rates of progress and improvement through their verbal responses and written work are clear</li> <li>• Learning objectives in subsequent lessons highlight that learning is moving on</li> </ul>

<p>Does feedback provide an improvement prompt or 'closing the gap' prompt? Do the pupils understand/ use the feedback to improve their work? Are pupils given time to respond to feedback? Is there evidence that pupils act upon the feedback to improve their work?</p>	<ul style="list-style-type: none"> <li>• Pupils are motivated, on task and clear about their learning</li> <li>• Pupils are able to 'help themselves' and are developing as independent learners</li> </ul>
<p>Are pupils involved in other ways in the assessment process, e.g. peer/self-assessment; negotiating, recording and monitoring their own progress through personal targets?</p>	<ul style="list-style-type: none"> <li>• Pupils are given opportunities to discuss their work.</li> <li>• Pupils are regularly observed discussing success criteria and their work with peers</li> <li>• Pupils are able to support each other and identify next steps</li> <li>• Pupils actively and regularly engage in personal target process and understand <b>why</b> they do it</li> </ul>
<p>Do teachers and pupils reflect on the extent to which learning objective has been achieved, e.g. in the plenary, peer/self-assessment?</p>	<ul style="list-style-type: none"> <li>• Peer and self- assessment are regular, frequent and familiar strategies used in the classroom</li> <li>• The language of the learning objective is revisited frequently during the lesson</li> <li>• Plenary probes learning through quality questioning and pupil responses – it does not just repeat and explain activity</li> <li>• Next learning steps are discussed and/or recorded</li> </ul>
<p>Do teachers use what they find out from assessment to: inform their interventions in the midst of pupils' learning; adjust their planning?</p>	<ul style="list-style-type: none"> <li>• Teachers intervene at timely intervals throughout lessons to ensure pupils remain focussed</li> <li>• Teachers' planning shows clear differentiation and adjustments</li> <li>• Teachers' teaching shows changes of direction when and where necessary</li> <li>• Pupils are always challenged by what they are learning</li> <li>• Pupils are engaged, motivated and interested.</li> </ul>

The effectiveness of these strategies will be monitored by regular learning walks, planning and work scrutinies, lesson observations and pupil progress meetings. This may result on additional emphasis being placed on aspects of AfL strategies to improve pupil performance.

Appendix 6 – Class Data Analysis Form



**Pupil Progress Meeting**

**Date: September 2017**

<b>Teacher and class:</b> <b>Group size: Reading/Writing/SPaG = 30</b>		<b>Boys (14) / Girls (16)</b>	<b>EAL- None</b>
<b>LSA support –</b>		<b>PP</b>	
		<b>SEND</b>	
<b>Current Attainment</b> 73% expected and above in reading 33% above expected in reading 67% expected and above in writing 20% above expected in writing 83% expected and above in SPaG 30% above expected in SPaG		<b>Most Able</b>	
		<b>Combined attainment - Reading, writing and maths at expected and above = 57%</b> <b>Combined higher standard: -17%</b>	
<b>% at expected attainment or above</b>			
<b>Reading (%)</b>	<b>SPaG (%)</b>	<b>Writing (%)</b>	<b>Maths (%)</b>
<b>PP: 50%</b>	<b>PP: 50%</b>	<b>PP: 100%</b>	<b>PP: 100%</b>
<b>Girls: 88%</b>	<b>Girls: 88%</b>	<b>Girls:88%</b>	<b>Girls:69%</b>
<b>Boys: 57%</b>	<b>Boys: 79%</b>	<b>Boys:43%</b>	<b>Boys: 79%</b>
<b>SEND: 33%</b> <b>3 Children</b>	<b>SEND: 67%</b> <b>3 Children</b>	<b>SEND: 0%</b> <b>3 Children</b>	<b>SEND:67%</b> <b>3 Children</b>
<b>Most Able (Including '4' in 'iTrack')</b> <b>33%</b>	<b>Most Able (Including '4' in 'iTrack')</b> <b>30%</b>	<b>Most Able (Including '4' in 'iTrack')</b> <b>20%</b>	<b>Most Able (Including '4' in 'iTrack')</b> <b>17%</b>
<b>Class overview of attainment based on previous data and the expectations for this time of year (not a prediction)</b>			
<b>Please type names into the boxes in preparation for the PPM with SLT</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Mastery of ARE (5)</b>			

<b>Above ARE (4)</b>			
<b>At ARE (3)</b>			
<b>Below but close to ARE (2)</b>			
<b>Well below ARE (1)</b>			
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Average progress (Y5/6 only using 2017 progress scores )</b>	<b>-3.38</b>	<b>-3.29</b>	<b>-3.98</b>
% and number of children <b>not on track</b> to meet their expected progress from KSI / EYFS			
% and number of children <b>just on track but not comfortably</b> to meet their expected progress from KSI / EYFS			
% and number of children <b>on track</b> to meet their expected progress from KSI / EYFS			
% and number of children <b>on track to exceed</b> their expected progress from KSI / EYFS			
<b>Pupils who have made good progress</b>	<b>Strategies that have had an impact/barrier to learning</b>		<b>Agreed actions</b>
<b>Pupils who have made slow progress</b>	<b>Strategies that have had an impact/barrier to learning</b>		<b>Agreed actions</b>
<b>Further notes:</b>			



**Appendix 7**  
**Term 1 Parents' Evening Report**

<b>Name</b>	<b>DOB</b>	<b>Class</b>
<b>Teacher</b>	<b>Attendance to date</b>	<b>Any additional support</b>

**Attainment:** 1=emerging, 2= working towards, 3=expected standard, 4=working at greater depth, 5=mastery

**Attitude to learning:** 1= of concern, 2= variable, 3= fair, 4= good, 5= outstanding

**Progress:** 1= weak, 2=below expected, 3= expected, 4= good, 5= very good

<b>Subject</b>	<b>Attainment</b>	<b>Attitude to learning</b>	<b>Progress</b>	<b>Comments and/or target</b>
Speaking				
Listening				
Writing				
Reading				
Spelling punctuation and grammar				
Handwriting				
Maths				
Maths problem solving and reasoning				

General comments including independence in learning and resilience:

Date \_\_\_\_\_



## Appendix 8

### End of Year Report

SY 2017-18

Name	DOB	Class
Teacher	Attendance	IEP / Flight path

**Attainment:** 1= emerging 2= working towards 3= expected standard 4= working at greater depth 5=mastery

**Attitude to learning:** 5= outstanding 4= good 3= fair 2= variable 1= of concern

**Progress:** 1= weak 2=below expected 3= expected 4= good 5= very good

Subject	Attainment	Attitude to learning	Progress	Target
Writing				
Reading				
Spelling punctuation and grammar				
Handwriting				
Number				
Measurement				
Geometry				
Statistics				
Problem solving and reasoning				
Science				
Computing				
RE				

**International Primary Curriculum including** comments on music, history, geography, PE, art, DT, French and PSHCE

**General Comments and contribution to school life and values**

**Head teacher Comment**