

TSM

TRIMLEY ST.
MARTIN

Assessment Policy

Updated November 2019

TSM Assessment Policy

1. The principles and aims of assessment

TSM purposes and principles of assessment

All schools now have the freedom to choose their own approaches to formative and summative assessment, according to what best suits their pupils, curriculum and staff. This provides an opportunity for us to challenge and improve their assessment systems and to build greater expertise in assessment.

The TSM Assessment process has 3 clear aims:

a) Clarity for pupils, parents and carers

Without levels, we can use our own assessment systems to support more informative and productive conversations with pupils and parents. Our clearer assessment process enables pupils to take more responsibility for their achievements by encouraging them to reflect on their own progress, understand what their strengths are and identify what they need to do to improve very easily. Making sure that our assessment is linked to the content of the school's curriculum will allow for communications with parents to provide a clearer sense of how to support their children to build and consolidate learning. We will be able to pin point the areas that pupils are struggling with.

b) Support for pupils

By no longer grouping pupils according to levels, we can give more focus to providing pupils with feedback which highlights the aspects of the curriculum where their knowledge and understanding is secure and those areas where there are gaps. Using a range of formative assessment methods allows our teachers to tailor their assessments to the underpinning knowledge and skills being taught.

Removing the 'label' of levels will help to improve pupils' mind-sets about their own ability. In the past, differentiating teaching according to pupils' levels meant some pupils did not have access to more challenging aspects of the curriculum.

c) Teacher workload

The expectation to collect data in efforts to track pupils' progress towards target levels considerably increased teachers' workload. At Trimley St Martin we want teachers to build their confidence in using a range of formative assessment techniques without the burden of unnecessary recording and tracking.

The disconnect between levels and the content of the national curriculum also meant that telling a parent his or her child was level 4b, did not provide meaningful information about what that child knew and understood or needed to know to progress. Levels were used to measure both end of phase achievement and lesson-by-lesson formative progress, but they had not been designed to fulfil the latter purpose, with the result that formative assessment was often distorted.

Why this school no longer uses National Curriculum Levels

Despite being intended only for use in statutory national assessments, too frequently levels also came to be used for in-school assessment between key stages in order to monitor whether pupils were on track to achieve expected levels at the end of key stages. This method distorted the purpose of in-school assessment, particularly day-to-day formative assessment. Teachers became focused on whether children were moving from one sub level to the next rather than whether they were becoming competent in particular skills.

Too often levels became viewed as thresholds and teaching became focused on getting pupils across the next threshold instead of ensuring they were secure in the knowledge and understanding required for their age. Depth and breadth of understanding were sometimes sacrificed in favour of pace. **Levels also used a 'best fit' model, which meant that a pupil could have serious gaps in their knowledge and understanding, but still be placed within the level.** This meant it wasn't always clear exactly which areas of the curriculum the child was secure in and where the gaps were. For example two pupils levelled at 3C could have very different gaps in their learning. Grading them 3C would not help to address those gaps!

Progress became synonymous with moving on to the next level, but progress can involve developing deeper or wider understanding, not just moving on to work of greater difficulty. Sometimes progress is simply about consolidation.

Although levels were intended to be used to assess pupils against the whole programme of study, the results of almost any assessment were translated into a level or sublevel and used as a measure of overall attainment. This either required aggregating a wide variety of data into a single number, which did not represent pupil performance accurately, or meant that levels were being assigned to individual pieces of work, regardless of how much of the programme of study they covered.

The level descriptors were also open to interpretation. Different teachers could make different judgements. Teachers receiving new pupils frequently disagreed with the levels those pupils had been given by previous teachers.

Purpose

At Trimley St Martin Primary School we believe that we are assessing the children for two key purposes:

- (a) To identify strengths in subject areas and to identify gaps in learning which can then be planned for and addressed.
- (b) To ensure children are meeting and achieving the expected standard and that they are making good progress whilst being in the school.

We want the process to be simple and effective. The previous approach was overly complicated and actually had very little value. This school believes that the above two principles are the only reasons for assessment within the school and therefore will ensure that its time and energy will only be spent working towards them. The school will not produce masses of data for the sake of producing masses of data.

The Assessment Process

Our assessment will enable the school to measure how secure children are with regards to working at the level expected for their age. Our assessment process will also enable us to identify the children who are secure in the year group expectations and those who are exceeding.

Our assessment system aims to alert the teacher to the areas in which a child is secure but also highlight areas of the curriculum that need further support, re-teaching or consolidation.

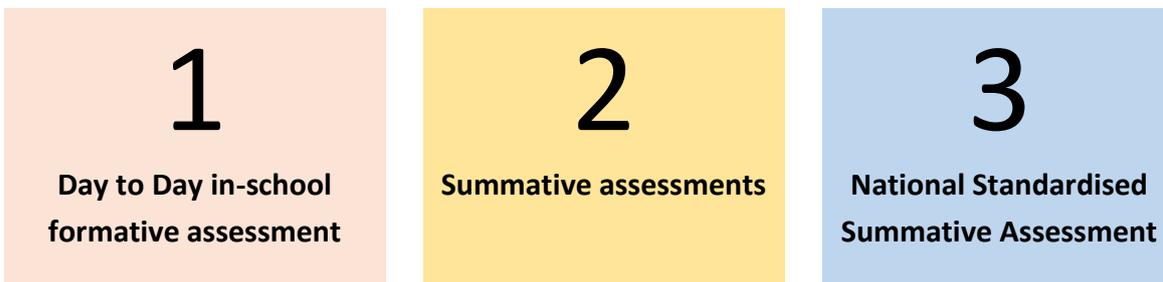
Each half term, teachers will record how many of the year group expectations a child is secure in. The school believes that if a child is secure in **95% - 100%** of the expectations then they are in fact classed as achieving the expected standard for their age. This information will be added to our tracking system, which will allow the school to see the following:

- The children are likely to exceed the year group expectation MASTERY (Secure+ / Greater Depth)
- The children who are on-track / likely to achieve the national expectation SECURE
- The children who are unlikely to achieve the national expectation. EMERGING (Beginning (+) / Working Within (+))

After each term, our tracking system will enable the school to identify those who are making good progress towards achieving the national expectation, those who are making rapid progress and those who are making slower progress.

Types of Assessment

Trimley St Martin will use different types of assessment to achieve its two key purposes:



→ Day-to-day in-school formative assessment:

- *Question and answer during class*
- *Marking of pupils' work*
- *Discussions and conversations*
- *Observational assessment*
- *Regular short re-cap quizzes*
- *Scanning work for pupil attainment and development - Work recorded in the exercise books*
- *Flash forward and Flash back activities*
- *Homework activities*

Benefits for pupils:

- + Helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

Benefits For parents:

- + When teachers meet with parents in-school formative assessments can help us to provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve, rather than just a level! It helps us to show the parents that we really understand what it is that their child is good at and what they need to work on.

For teachers:

- + In-school formative assessment should be a major 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:

- + 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. This for the school is the most important element of assessment. Numbers, facts, percentages are methods used to prove our worth – good formative assessment which the teacher uses to address gaps is far more important.

Formative Assessment in practice

Q - What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?

- *whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary.*
- *whether a pupil has been able to demonstrate application of a skill with increasing independence or confidence.*
- *whether they can apply in to their learning or answer a test style question*

Q - How will I share the information from this to the pupils in a way that helps them to understand what they need to do to improve?

- *Through quality marking and next steps*
- *Through quality verbal feedback in lessons*
- *Through completion of the target sheet in front of books*
- *Through completion of the Independent Writing Task Sheet following a literacy task*
- *Through completion of the Group Guided Reading Target Sheet*

Q - How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?

- *building in time before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment about where they need to target their efforts.*
- *where it may be a challenge for a pupil to understand the purpose of assessment, communicating the outcomes in ways that help the pupil understand their achievements.*

Q - How will I ensure my approaches to assessment are suitable to all abilities?

- *find alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or discussion with the pupil and parents.*

- *Remove some of the barriers preventing a child showing they understand e.g use a scribe for reading comprehension questions or a reader in a maths test.*

Q - How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?

- *identifying which pupils to target for additional support or which areas of the topic to recap.*
- *Plan to tackle a particular area of the curriculum in a different way.*
- *Use the gaps on the assessment spreadsheet to identify topics which you are teaching successfully and those where the children often struggle.*

Q- What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?

- *assess whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or exploring ways in which the concept can be taught differently for pupils who have demonstrated less secure understanding.*
- *teach during booster groups*
- *use pre teaching booster groups to fill the gap before the child reaches the lesson.*
- *provide opportunities for exploring a concept in greater depth before moving on to new work.*

Q- Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

- *do not assume that everything needs to be recorded. Identify which assessment outcomes are essential to record for the teacher pupil, parent or carer and keep it simple.*
- *Record when you have seen a child achieve this objective three times, either through application, answering test questions, through questioning.*

→ **Day-to-day in-school summative assessment:**

- *Informal End of Unit Maths Expectation tests (White Rose)*
- *Timetables tests*
- *Independent writing tasks & dictation exercises (1/2 termly)*
- *Reviews for pupils with SEN and disabilities*
- *END OF YEAR SUMMATIVE ASSESSMENT*

Benefits For pupils:

- + In-school summative assessment provides pupils 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. At Trimley St Martin, we use this information to give us a **snap shot** of a pupil's ability on a particular occasion. Evidence from summative assessment can be used by teachers to secure a judgment in a particular year group expectation.

For parents:

- + In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a year. Although the school believe that summative assessment is useful we believe that a combination of summative and formative assessment is much more valuable in understanding whether a child is secure with a particular year group expectation.

For teachers:

- + Our in-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:

- + In-school summative assessment enables our school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

Summative Assessment in practice

1. Who will use the information provided by this assessment?
 - *the teacher responsible for these pupils the following year.*
 - *the current teacher to identify which topics to add greater focus to in the coming year*
 - *senior leaders for reviewing the curriculum and making strategic decisions about where the school should focus its provision.*
 - *for reporting to parents.*

2. Will it give them the information they need for their purposes?
 - *The information will show... how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression.*
 - *areas to focus on in this year before moving on to addressing new year group objectives*
 - *where to target additional support*
 - *useful information on levels of independence, confidence and attitudes to learning of pupils with SEN and disabilities.*

3. How will it be used to support broader progress, attainment and outcomes for the pupils?
 - *The information provided by the assessment can support the following year's teacher in differentiating the support given to pupils in the class to achieve the positive outcomes.*

4. How should the assessment outcomes be communicated to pupils and parents to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future?
 - *This information will be shared as part of termly reports and the end of year report, so that attainment marks are supported by a wider context of the child's progress and understanding. NOT JUST A TEST MARK!*

5. How should the assessment outcomes be recorded to allow the school to monitor and demonstrate progress and attainment?
 - *Assessment outcomes will be recorded in a similar way to teacher assessments. The school will track a child's progress across the school to make judgements about its provision. Eg if a child is secure in Year R, they should **at least** be secure by the end of year 2 and the end of year 6.*

→ **Nationally standardised summative assessment:**

- *National Curriculum tests at the end of Key Stage 2*
- *National Curriculum Multiplication tests at the end of Year 4*
- *National Curriculum teacher assessments at the end of Key Stage 1*
- *Early Years Baseline*

Benefits for pupils and parents:

- + Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

For parents:

- + Nationally standardised summative assessment will also provide parents with information on how the school is performing in comparison to schools nationally. This will enable parents to hold schools to account and can inform parents' choice of schools for their children.

For teachers:

- + Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:

- + Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

Why TSM believes in using a range of assessment methods

Different forms of assessment have different strengths and weaknesses. In-class formative assessment is a vital part of teaching and learning and can provide teachers and pupils with useful, real time information about what needs to happen next; nationally standardised tests are not as helpful diagnostically.

On the other hand, standardised tests (such as those that produce a reading age) can offer very reliable and accurate information, whereas summative teacher assessment can be subject to bias. Our teachers are aware of any potential bias in their assessments of pupils and the school will make conscious efforts to guard against it. E.g. Teacher Assessment information will be recorded before completing the End of Year Summative test.

2. Arrangements for the governance, management and evaluation of assessment

Responsibility for the Assessment Policy

The responsibility of the Assessment Policy is held by:

1. The Head teacher and Assessment Lead – Mrs Ross
2. The SLT – Mrs Matthews and Mrs MacFarlane

These two members of staff are responsible for ensuring its implementation and monitoring.

Monitoring of the Policy

The effectiveness of the policy will be monitored by the Head teacher and the governors within the school.

Moderation

The school currently works with the Felixstowe Pyramid in order to ensure consistency of judgment.

The Head teacher and SLT will also moderate assessments within the school by:

- ✓ Scrutinising the target sheets / guided reading logs / independent writing tasks and dictation and the work produced in the exercise books or evidence from summative assessments
- ✓ Discussing targets/objectives with pupils and discussing their learning
- ✓ Checking to see that where a teacher has signed off a target as being secure that there is adequate evidence in place to show that this is indeed the case.

School moderation will take place on a termly basis before information is transferred from the spreadsheets to the distribution sheets.

School to school moderation will take place in June every year. An independent moderator will oversee the moderation process and feedback findings to each of the schools in the Felixstowe Pyramid.

3. Information about how assessment outcomes will be collected and used

What will be used to make a judgement?	How will this be recorded?																																
Maths																																	
<ul style="list-style-type: none"> - Work from exercise books - Questions and discussions - Informal maths expectation tests - Responses to next step marking - Unit of Unit Assessments - SATs questions used in starters / plenaries 	<p>Individual Maths Target Sheets <u>FREQUENCY >> As and when...</u></p> <p>Teachers will date the maths target sheet when a pupil has shown evidence of achieving a year group expectation. Once a teacher is confident they have seen this in a range of contexts (with at least one where it has been applied), it will be deemed that this child is secure in this area. <i>*Teachers will need to be careful to ensure that pupils who have been deemed as secure continue to operate at this level.</i></p> <div style="text-align: center;">  <p>Year 1 Maths Targets</p> <table border="1" data-bbox="536 1025 1217 1384"> <thead> <tr> <th></th> <th>Seen in lessons</th> <th>Follow up</th> <th>Application</th> </tr> </thead> <tbody> <tr> <td>•Count reliably to 100</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>•Count on and back in 1s, 2s, 5s, and 10s from any given number to 100</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>•Write all numbers in words to 20</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>•Say the number that is one more or one less than a number to 100</td> <td></td> <td></td> <td></td> </tr> <tr> <td>•Recall all pairs of additions and subtractions number bonds to 20</td> <td></td> <td></td> <td></td> </tr> <tr> <td>•Add and subtract 1-digit and 2-digit numbers to 20, including zero</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>•Know the signs (+); (-) and(=)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> </div> <p>Year Group Tracking Spreadsheet <u>FREQUENCY >> TERMLY (but staff would be encourage to update half termly)</u></p> <p>At the end of a full term, teachers will need to transfer the information they have about a pupil to the school tracking system .</p> <p>For each child, the tracker will work out:</p> <ul style="list-style-type: none"> - A suggested overall attainment for the child, either Beginning (+), Working Within (+) or secure (+). - Progress from the previous term, year group or Key Stage. - A summary of the class as a whole. 		Seen in lessons	Follow up	Application	•Count reliably to 100	✓	✓	✓	•Count on and back in 1s, 2s, 5s, and 10s from any given number to 100	✓	✓		•Write all numbers in words to 20	✓	✓		•Say the number that is one more or one less than a number to 100				•Recall all pairs of additions and subtractions number bonds to 20				•Add and subtract 1-digit and 2-digit numbers to 20, including zero	✓	✓	✓	•Know the signs (+); (-) and(=)			
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Setting Pupil Targets



Year 1 Maths Targets

•Count reliably to 100

•Count on and back in 1s, 2s, 5s, and 10s from any given number to 100

•Write all numbers in words to 20

•Say the number that is one more or one less than a number to 100

•Recall all pairs of additions and subtractions number bonds to 20

Children can be set targets by the class teacher highlighting particular expectations on their maths expectation sheet. These can link to objectives being covered in a booster group or something that the pupils can work on at home with parents. It does not necessarily have to be something you will solely work in class.

Tip – Choose an objective that runs through a number of elements of the maths lessons e.g. counting. Make a display and revisit on a daily basis, send home support material for parents to help the children achieve this target.

Literacy (Writing)

- Independent writing task
- Dictation task
- Spelling tests

Individual Independent Writing Task Recording Sheets

FREQUENCY >> Half Termly

Teachers will date the first column and then indicate when a pupil has shown evidence of achieving a year group expectation within the independent piece of writing or the connected dictation task. At present, writing has been split into Composition, Grammar & Punctuation and Transcription. Independent tasks are stored on the computer along with some dictation materials.

Year 6		Independent Test Dictation - D		
The minimum expected Level for the end of Year 6 is S.		A1	A2	S1
Year 6 Expectations: Composition <small>Assessed on independent writing task</small>				
• I can identify the audience for and purpose of the writing.		✓	✓	
• I can choose the appropriate form and register for the audience and purpose of the writing.		✓	✓	
• I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.		✓	✓	
• I use a range of sentence starters to create specific effects.				✓
• I can use developed noun phrases to add detail to sentences.				
• I use the passive voice to present information with a different emphasis.		✓		
• I use commas to mark phrases and clauses.				
• I can sustain and develop ideas logically in narrative and non-narrative writing.		✓	✓	
• I can use character, dialogue and action to advance events in narrative writing.				✓
• I can summarise a text, conveying key information in writing.				
9 – 10 S 6 – 8 W+ 1 – 5 W		Sp	W+	
Year 6 Expectations: Grammar & Punctuation <small>Assessed on independent writing task & dictation</small>		A1	A2	S1
• I can use the passive voice.				

Year Group Tracking Spreadsheet

FREQUENCY >> TERMLY (but staff would be encouraged to update half termly)

Following each independent piece of writing, each teacher will look at the entire target sheet and make a judgement as to what has been achieved.

For each child, the tracker will work out:

- A suggested overall attainment for the child, either **Beginning (+), Working Within (+) or secure (+).**
- Progress from the previous term, year group or Key Stage.
- A summary of the class as a whole.

Targets

Year 6 Expectations: Composition	Assessed on independent writing task		A1	A2
• I can identify the audience for and purpose of the writing.			✓	✓
• I can choose the appropriate form and register for the audience and purpose of the writing.			✓	✓
• I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.			✓	✓
• I use a range of sentence starters to create specific effects.				✓
• I can use developed noun phrases to add detail to sentences.				
• I use the passive voice to present information with a different emphasis.			✓	
• I use commas to mark phrases and clauses.				
• I can sustain and develop ideas logically in narrative and non-narrative writing.			✓	✓
• I can use character, dialogue and action to advance events in narrative writing.				✓
• I can summarise a text, conveying key information in writing.				
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Children can be set targets by the class teacher highlighting particular expectations on their maths expectation sheet. These can link to objectives being covered in a booster group or something that the pupils can work on at home with parents. It does not necessarily have to be something you will solely work in class.

When marking independent pieces it will be clear which particular objectives are being found difficult by a number of pupils and these can then be fed in to the planning

Literacy (reading)

- Phonics session work
- Phonics assessments

Individual Group Guided Reading Target Sheets

FREQUENCY >> As and when...

Teachers will date the Reading Target Sheets / Group Guided reading log (whatever they decide is best to use) when a pupil has shown evidence of achieving a year group expectation. Once

- Guided reading Target sheets
- Reading comp. lessons evidence in books
- Book reviews etc

a teacher has seen this (with at least one where it has been a written answer) it will be deemed that this child is secure in this area. *Teachers will need to be careful to ensure that pupils who have been deemed as secure continue to operate at this level.

TSM Year 1 Reading Targets

Expectation	Group: Aube		
	In session	Comprehension	Application
• Match all 40+ graphemes to their phonemes (Phase 3)	12 11	15 12	16 12
• Blend sounds in unfamiliar words	07 10		
• Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset			

Year Group Tracking Spreadsheet

FREQUENCY >> TERMLY (but staff would be encourage to update half termly)

At the end of each half term, teachers will need to transfer the information they have about a pupil onto our tracking system.

For each child, the tracker will work out:

- A suggested overall attainment for the child, either **Beginning (+), Working Within (+) or secure (+).**
- Progress from the previous term, year group or Key Stage.
- A summary of the class as a whole.

Sharing Progress Information with Parents

Each term, Parents will receive a personalised Pupil Progress Report for their child.

TSM Trimley St Martin Primary School
Termly Pupil Monitoring Learning Report 2019/20

Date: _____

Name:	Year Group:	Class:	Teacher:
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Pupil Progress

Subject:	Beginning of the academic Year:	Current performance:	End of Year target:
Reading			
Writing			
Maths			

Pupil Progress- Will I make expected progress from my starting point?

Learning Goals	At risk	On track	Exceeding
Reading Autumn	☹☹☹	😊	😊😊😊
Reading Spring			
Writing Autumn			
Writing Spring			
Maths Autumn			
Maths Spring			

Pupil Attainment- Will I be at expected (secure) by the end of the year?

Learning Goals	At risk	On track to be secure	Exceeding
Reading	☹☹☹	😊	😊😊😊
Writing			
Maths			

How are we going to achieve it?

What can school do?	What can you do?	What can your parents do?

Teacher's signature:	Pupil's signature:	Parent's signature:
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ATTAINMENT – the current ability your child is working at

By the end of year, the aim is for all children to have achieved at least EXPECTED / Secure.

Some children may achieve more than the expected amount of objectives this children will be EXCEEDING (Secure + / Greater Depth) .

A few children may remain still be making progress towards the expected range and therefore will be EMERGING (Beginning (+) / Working Within (+)).

To indicate the current attainment, the class teacher uses the tracking system to show the targets began and achieved. This will allow parents to see:

- The attainment achieved at any particularly point throughout the academic year.
- How many more objectives they need to achieve to be working within the EXPECTED / Secure range.
- The rate of progress the child is making*.

PROGRESS – the pace at which your child is achieving the year group objectives.

To allow for the tracking and analysis of progress in a statistical context we have adopted a one point scale.

Throughout a year children need to have gained 6 points to be making at least expected progress. Where children make less than 6 points, they are not making expected progress and where children make more than 6 points, they are making rapid or exceeding progress.

		Average of Displayed Subjects			Reading			Writing			Mathematics		
Forename	Surname	Yr4 Sum2	Yr5 Sum2	Progress	Yr4 Sum2	Yr5 Sum2	Progress	Yr4 Sum2	Yr5 Sum2	Progress	Yr4 Sum2	Yr5 Sum2	Progress
◇	◇	Overall average	57.5	63.8	6.3								
					Points ◇	Step ◇	6.3	Points ◇	Step ◇	6.4	Points ◇	Step ◇	6.3

Information to be shared with Governors

Every term, Governors meet with an assigned class teacher to discuss pupil attainment and progress. This information is then shared at a termly governor and Headteacher meeting, where the information is discussed and the headteacher answers questions to address issues or provide information on school improvement.

ANALYSIS OF ATTAINMENT & PROGRESS Autumn

Analysis of Attainment & Progress AUTUMN TERM Years 1 & 2

1. No of children at Year Group Expectation & Wt (Previous Year)

Below			Beginning		
Rd	Wr	Ma	Rd	Wr	Ma
30%	30%	30%			
Beginning+		Working Within		Working Within +	
Rd	Wr	Ma	Rd	Wr	Ma
0%	4%	0%	7%	10%	4%
Secure		Secure +		Greater Depth	
Rd	Wr	Ma	Rd	Wr	Ma
42%	48%	88%	33%	34%	3%

2a. Current Position

Below			Beginning		
Rd	Wr	Ma	Rd	Wr	Ma
Beginning+		Working Within		Working Within +	
Rd	Wr	Ma	Rd	Wr	Ma
Secure		Secure +		Greater Depth	
Rd	Wr	Ma	Rd	Wr	Ma

2b. SCHDOL TARGET FOR THIS COHORT (30% increase)

Emerging			Expected			Exceeding		
Rd	Wr	Ma	Rd	Wr	Ma	Rd	Wr	Ma
			83%	72%	79%	21%	24%	12%

2c. Y2 National Attainment 2019 (EWS - 85% / 0-11%)

Emerging			Expected			Exceeding		
Rd	Wr	Ma	Rd	Wr	Ma	Rd	Wr	Ma
			76%	70%	76%	26%	16%	22%

3. Children not completing minimum 30 reading Letters sent? Repeat?

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4. Children not completing Mental Maths HW (Wletho Shed) Letters sent? Repeat?

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5. Poor Attendees or Late arrivals?

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6. Basic Timetable Skills (Number of children passed each level)

Bronze	Silver	Gold
Sept	Sept	Sept

7. Children at risk of not meeting expectations by the end of the year Action being taken

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8. Number of Pupil Premium Children in class Any concerns?

MA	
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9. Number of SEN Children in class Any concerns?

MA	A5	
LE	DV	
BE		
LK		

10. Teacher to show book of LA, MA, HA to explain to the Governor the progress that has been made since arriving in the class. Tick

LA	<input type="checkbox"/>	MA	<input type="checkbox"/>	HA	<input type="checkbox"/>
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