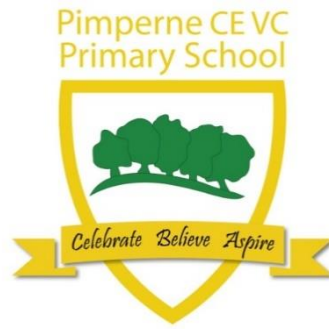




Pimperne CE VC Primary School

Assessment & Feedback Policy

(This includes the 'feedback policy' which was previously a separate document)

Date policy last reviewed: 1/11/23

Signed by:

FCWaller

Headteacher

Date: 1/11/23

JTorrance

Chair of governors

Date: 1/11/23



'As each one does their part, we grow in love'
Ephesians 4 vs.16



Contents

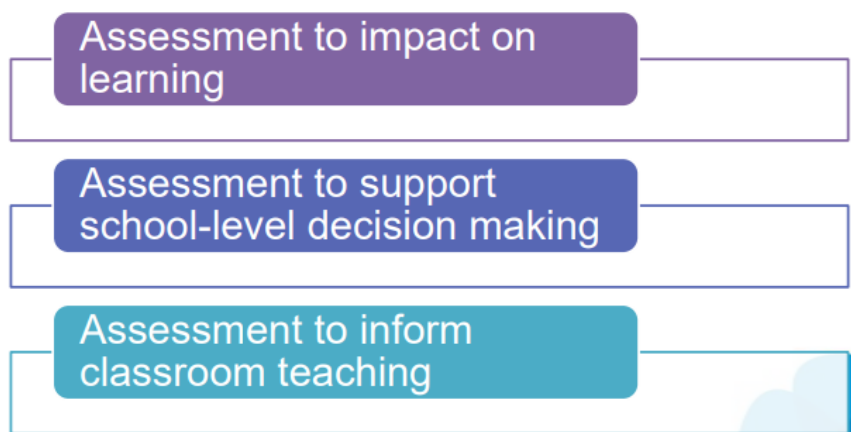
1. Our vision for assessment
2. How we assess:
 - Ongoing formative assessment
 - Summative assessment
3. Feedback
 - Aims of feedback
 - Whole class analysis
 - Self and peer marking
 - Presentation
 - Adult input in books
4. Recording Progress
5. Monitoring Progress
6. Reporting to Parents
7. Consistency

Appendix

- Annual schedule of assessment activities
- An example of a core subjects assessment grid
- An example of a foundation subjects assessment grid
- An example of core subject progress ladder
- Extract from the School Inspection Handbook (Feedback)
- Example of a Class Feedback Sheet (non-mandatory)
- Roles and Responsibilities

1. Our Vision for Assessment – assessing for purpose

Assessment is the evaluation of children's work to provide information on progress and attainment, to define next steps in learning, to inform curriculum planning and to evaluate the effectiveness of teaching and learning. In summary, its 3 main purposes are:



Assessment is clearly linked to our curriculum key learning.

This policy includes the feedback policy (previously a separate document).

The aim of Pimperne Primary School's assessment policy is:

- To effectively, both in the long and short term, meet the needs of every pupil.
- To be simple to use and understand, without any unnecessary paperwork that does not contribute to teaching and learning.
- To provide formative and summative data relating to the progress of individuals and groups in reading, writing, maths on a termly basis and for key learning in foundation subjects on an ongoing basis.
- To use assessment data to plan for the necessary support, challenge and targeted intervention for individuals. This includes those who are under attaining, underachieving or are more able and talented and vulnerable groups including those with special educational needs (SEND).
- To use assessment data to set meaningful and challenging targets to improve teaching, learning and therefore achievement.
- To track progress from Reception to the end of Year 6 to aim for substantial progress being made.
- To provide pupils with information on the progress they are making and inform them of next steps.
- To develop pupils' self and peer assessment skills so that they become more independent learners.
- To inform parents, families and all other stakeholders of pupil and school progress and attainment.

2. How we assess

At Pimperne Primary School, we use a range of ongoing formative and summative assessment tools to monitor the progress and attainment of all groups of learners and individuals.

Ongoing Formative Assessment:

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected progress and

those exceeding or falling behind. This information should be used to ensure that help is given to any child who has not understood key learning (or where there are misconceptions). It will also support those that are working at the expected level or exceeding expectations continue to be challenged.

It is our belief that:

- Teachers know their children better than anyone and are the most accurate judges of their children's progress.
- Children improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve this aim (i.e. to close the gap in their knowledge).

We use a range of information to inform teachers' formative assessments to check pupils' understanding in order to inform teaching and next steps:

- Teachers use informal observations from daily teaching and discussions with support staff to inform and annotate short term planning to identify next steps for groups of learners and to address misconceptions.
- Teachers use informal observation to help pupils embed and use knowledge fluently (making links between concepts, in order that learning becomes a web of interconnected knowledge and skills).
- Self and peer marking in class provides pupils with immediate feedback and enables them to seek guidance or more challenging work in a timely manner.
- Regular feedback on of pupils' work across the curriculum by teachers and support staff provides advice to pupils on next steps and informs teachers' short-term planning. This feedback can be both written and/or verbal.
- Regular 'key learning' recap sessions in foundation subjects to enable long-term retention of key information and skills from current and prior key learning objectives. This ensures teachers are aware of pupils who do not retain knowledge long-term.
- Evidence from across the curriculum, both practical and written, in different formats (eg Forms, discussions, talk partners, Busy Book recordings, etc).
- Self-marking computer programmes (such as Sumdog, spag.com, EdShed, etc) can be used for school and home learning and give children instant feedback.
- Evidence from across the curriculum, both practical and written

Summative Assessment:

Summative Assessment is the formal testing of what has been learned in order to produce marks or grades that can be compared to national standards. Teachers may use summative assessment at the end of a unit of work, term, year and/or key stage. to check on long term memory and recall for automaticity and key learning, assessments may be made across the curriculum. This offers opportunities to consolidate learning as well as evaluate effective teaching.

For years 4 – 6, formal tests may be given in the core subjects of Reading, English Grammar, Punctuation and Spelling (EGPS) and Maths towards the end of each term when appropriate.

The shared language used through the school will be:

- Working substantially below national standards (SB),
- Working towards the national standards (WT),
- Reaching age related expectations (ARE), and
- Working at greater depth (GD).

Summative assessment of writing:

In order to show children's true development in writing, teachers will assess an independent piece of writing following a unit of scaffolded writing. This allows children to independently demonstrate the skills and structures that they have acquired during the unit of work. During the termly assessment

cycle, teachers will monitor progress and attainment using these pieces of writing and submit a summative judgement.

Reception/EYFS:

As per the Statutory framework for the early years foundations stage ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)):

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Assessment does not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners draw on their knowledge of the child and their own expert professional judgement and are not be required to prove this through collection of physical evidence.

Parents and/or carers will be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment should inform an ongoing dialogue between EYFS practitioners and Year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1.

The level of development children are expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs).

The ELGs are not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends. Instead, the ELGs support teachers to make a holistic, best-fit judgement about a child's development and their readiness for Year 1.

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

Statutory National Testing:

During their time at Primary School, children will sit 5 external national tests. These are as follows:

- Reception – An EYFS profile for each child is submitted in June.
- Year 1 – Children undertake a phonics screening test in June.
- Year 2 – Due to the withdrawal of statutory assessment at the end of KS1, we will continue to follow DfE guidance and use the test materials alongside teacher assessment to provide end of KS1 assessments.
- Year 4 – Children sit a computer based 'Multiplication Tables Check' to test their understanding of times tables up to 12 x 12. This is conducted in June.

- Year 6 – Children sit KS2 SATS in Reading, EGPS and Mathematics in May. These tests are externally marked. Teacher assessment is provided for Writing and Science.

3. FEEDBACK to Children

In 2016, The Education Endowment Fund (EEF) reported that there is ‘remarkably little high quality, relevant research evidence to suggest that detailed or extensive marking has any significant impact on pupils’ learning.’ Therefore, at Pimperne Primary School we have refocused our feedback on a ‘**no book marking**’ policy which focuses instead on giving feedback directly to pupils during the lesson, enabling them to respond quickly. Feedback needs to be meaningful, manageable and motivating and its main purpose is to advance pupil progress and outcomes. Oral feedback, working with pupils in class and reading their work all help teachers understand what pupils can do and understand. Our feedback process is integrated into teaching and learning and is immediate and impactful. Feedback is given while pupils are working so they are able to respond to it straight away and teachers identify next steps to address in the following lessons.

Feedback is for the benefit of the child, not the marker, and better feedback during lessons helps empower pupils to take ownership of their learning. As Dylan Wiliam (a British educationalist professor) said, ‘...too many teachers focus on the purpose of feedback as changing or improving the work, whereas the major purpose of feedback should be to improve the student.’

Aims of feedback:

The sole focus of feedback should be to further pupils’ learning

- Evidence of feedback is incidental to the process; additional evidence is not provided for external verification.
- Feedback should empower pupils to take responsibility for improving their own work
- Pupils should receive feedback either within the lesson itself or in the next appropriate lesson.
- Feedback is a part of the school’s wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- Pupils should be given opportunities to revisit concepts, knowledge and skills over time in order to assess if learning is secure, especially key learning.
- Written comments may be used occasionally for some pupils who would benefit from this form of marking.
- Work is ‘acknowledged’ by an adult, so pupils feel their effort and achievements are valued and celebrated.

Whole class analysis:

Lessons are analysed for common errors, misunderstandings and strengths. This analysis then forms the basis of any feedback during the plenary or a discussion point at the beginning - ie re-teaching some key points from the previous lesson or setting a challenging activity to broaden pupils’ skills and knowledge.

This analysis can take many forms, including class feedback sheets, checklists, etc, rather than individual comments in books. These notes could include:

- Praise (anything noteworthy that deserves a mention: examples of excellent practice within class – including presentation, structure of answers or thought processes).

- Common misconceptions (any errors or misconceptions that were repeated by several children).
- Further support needed (either based on the knowledge content of the lesson or on skills within that area).
- Basic English skills (common GPS errors – including occasional individual re-writing of spelling mistakes).
- Presentation.

Self and Peer Assessment:

- Self-assessment enables the pupils to be in charge of their own learning - i.e. using WALTs (we are learning to), traffic lights, pupil feedback and many others. This formative assessment begins in Reception and is built upon through Years 1 to 6.
- In Reception, pupils begin this process by using conversation to record their thoughts during their learning activities.
- Reception staff use this to inform planning of activities and the learning environment and to provide data for the pupil profiles. Further evidence is collected from a range of sources including examples of pupils' work, photographs and recorded conversations.

Pupils are encouraged to edit and improve their own work and peer edit with others. Depending on age, pupils mainly mark their own answers in maths when working altogether as a group/class or after doing a few independent calculations. That way, if they have a misconception or misunderstanding, they can alert an adult immediately avoiding the same mistake in multiple questions. Self-checking means that mistakes are realised early on in the lesson, rather than at the end and helps to improve pupil confidence. Pupils should be taught that a wrong answer indicates a need for checking what has gone wrong, rather than simply accepting a mistake has been made. Teaching self-checking involves teaching pupils to think deeply about the work they have just learned, i.e. repeat the calculation using a different method as a way of checking. Teachers will regularly check to ensure that the children are self-marking correctly. Marking ladders can be introduced to children, in order that they identify successes and are aware of next steps.

Children should also be taught to help each other in marking work. Using 'talk partners' and SWAN analysis (strengths, weaknesses and next steps), they can discuss each other's work, provide support and give advice to their peers. Peer marking also helps pupils to consolidate their own learning by explaining the answers to others. The children can work to identify successful areas and areas to be improved. Pupils can set each other suitable targets to improve their work. This can greatly benefit all children and especially the children working at greater depth. It is important that any joint work is beneficial for all the children involved.

Self or peer marking places the onus on the learner to check their work and identify their own errors which, in turn, aids their learning. When you think deeply about something, it is much more likely to get stored in your long-term memory. As Daniel Willingham (an educational psychologist) stated, '...memory is the residue of thought.'

Presentation:

Children should be taught, progressively, to set out and present their work, in an appropriate format and style, with clarity and neatness. In the Early Years Foundation Stage (EYFS), Key Stage 1 and 2 all work should be titled and dated either by the child or adult. In KS2, children will date their work and written work will contain a WALT or title. Both the date and WALT/title should be underlined.

Teachers should encourage:

- Consistently well-presented work. Not all work will be redrafted; therefore, all efforts should be reasonably neat and well presented.

- Children to neatly cross out, using a single line through the word. In some circumstances, rubbers may be used.
- In maths books, a 'traffic light' circle is to be drawn in one square (coloured red, orange or green), to indicate the child's own confidence in their learning.
- All book covers should be clean and all classes are to use printed name labels.

Adult input in books:

All work in books (with the exception of EMM, busy books and rough draft books) should be 'acknowledged' by an adult (in a contrasting colour or using the Reception/KS1 stamps) to place value on that piece of learning and to maintain presentation standards. In Maths, English, History, Geography and Science the following symbols will be used as appropriate: T – teacher aided, TA – teaching assistant aided or I – Independent work.

In Maths, children do their own self-evaluation by using the traffic light system (as above). In English, adults will evaluate the learning by highlighting the WALT as follows:

- pink = achieved
- green = more work needed
- or a mixture of pink and green)

4. Recording of Progress

Teachers are expected to keep the class assessment grids and progress ladders updated termly. Examples of these grids can be found in Appendix 2 and 3. Year R complete tables for Maths and English. However, YR-2 (Y3 phonics/reading as appropriate) will also share Phonics Assessments on a half termly basis – this is because Reading is a priority and we a key to success across the whole curriculum.

For core subjects (Reading, Writing and English Grammar and Punctuation (EGPS) and Maths) the summative assessment is used together with formative assessment to give an indication as to where the child will be, given continued progress at the same rate by year end. These results are then plotted on the progress ladders (Appendix 4) to show progress against the attainment achieved in the previous key stage. If a child is making the expected progress, they will remain in the box directly above the red line. Should they make less progress than expected they will be in a box below the red line.

For foundation subjects (Geography, History, RE, PE, Art, Music, D&T, MFL, Computing and PSHE) and science, teachers are responsible for 'remarking on the remarkable' i.e. those that fall above or below what is expected. They should be assessed against each subject's key learning. They should update the class foundation subject grids (Appendix 3) indicating when a child falls below or above the required standards. Should a child be borderline, this should also be included.

These results are all stored centrally and provide a whole school picture, which can be analysed in different ways.

'Switched On':

Pimperne Primary School values not only an individual's academic work but how they approach their life and learning. Children are encouraged to stick at it, work as a team, be independent, think hard, be good citizens, be hardworking and staying on task. Their progress in these areas is assessed continually by formative assessment methods and is integrated into every aspect of school life.

5. Monitoring progress

- Top level data is important to see how whole or parts of cohorts are performing, but it is also imperative to drill down to the progress made by individual children and to intervene to support those children when necessary.
- All vulnerable groups are tracked in English and maths, including pupils eligible for Pupil Premium Funding (PP), English as an additional language pupils (EAL), children of Forces parents (Forces) and Prior Low Attainers (PLA). This monitoring is used to ensure that the school is meeting the learning needs of all pupils, and that they make good or better progress.
- The impact of targeted intervention groups is monitored at half termly intervals to ensure effectiveness and value for money.
- Teachers have the opportunity to moderate children's work across the school with colleagues, members of Senior Leadership Team (SLT) and other schools in the area to ensure consistency of approach and assessment.

6. Reporting to parents

Parents are encouraged to be active participants in their child's learning. We aim to provide an open-door policy whereby parents can seek advice or support from any member of staff. We endeavour to communicate effectively through newsletters, half-termly curriculum maps, knowledge organisers, home learning tasks, reports, open days, parental workshops and the school website. Parents have regular opportunities to discuss their child's progress with teachers.

Formal parents' evenings (Years 1-6) are held in the autumn (open class 'book look') and spring terms (formal parent/teacher consultations). Reception hold formal parents' consultations in autumn and spring as well as open class 'book looks' in the Spring and Summer. A full written report is sent to parents at the end of the summer term. The report will cover the child's progress in all national curriculum subjects.

7. Consistency

To ensure consistency in assessment, accurate teacher judgements and effective transition, we have a clear focus on:

- the key skills and knowledge that has been embedded across a year group.
- the gathering of teacher assessment evidence (year group appropriate).
- the identifying of strengths and misconceptions.

This policy will be reviewed annually.

Next review: [November 2024](#)

Appendix 1: Annual Timetable for Assessment

		Autumn Term				Spring Term			Summer Term			
		September	October	November	December	January	February	March	April	May	June	July
Pupil Assessment & Target Setting	School Assessment	Baseline data (YR)	YR Baseline completed (6 weeks)		Optional assessments conducted (Y1-Y6)			Optional Mid year assessments (Y1-Y5)			Optional End of year assessments (Y1-Y6)	Teacher Assessment in Annual Written Report (YR-Y6)
			YR-2 Phonics Assessment (Y3 Phonics/Reading Assessment- as appropriate)		YR-2 Phonics Assessment (Y3 Phonics/Reading Assessment- as appropriate)		YR-2 Phonics Assessment (Y3 Phonics/Reading Assessment- as appropriate)		YR-2 Phonics Assessment (Y3 Phonics/Reading Assessment- as appropriate)		YR-2 Phonics Assessment (Y3 Phonics/Reading Assessment- as appropriate)	
	National Assessment		Order SATS papers (Y2 & Y6)					Mock KS2 SATS (Y6)		End of KS1 (Optional) SATS (Y2) End of KS2 SATS (Y6)	Early learning goals submission (YR) Phonics Screening (Y1 & Y2) Multiplication tables check (Y4)	
	Targets	Headteacher/class data review	Head/Teacher reading, writing and maths progress outline YR-6		SLT review Y6 Progress/Attainment data	Head/Teacher REVIEW reading, writing and maths progress outline YR-6			Head/Teacher REVIEW reading, writing and maths progress outline YR-6			Analyse progress and Attainment data YR-6
Recording, Analysis and Reporting	Intervention Tracking for Vulnerable Groups	All SEND / PP/ Med/ Behav. Provision Maps set up YR-6		All Pupil 'Provision Map' Passports completed/ updated. YR-6		SLT monitor PP/SEND progress (YR-Y6)			SLT monitor PP/SEND progress (YR-Y6)			SLT monitor PP/SEND progress (YR-Y6)
	Assessment Logs and Ladders	All Assessment Ladders & Forms are correct for new academic year			All internal teacher assessment data input to spreadsheets by 11th December (YR-Y6)			All internal teacher assessment data input to spreadsheets by 25th March (YR-Y6)			All internal teacher assessment data input to spreadsheets by 8th July (YR-Y6)	
	Parent Consultations	SEND/PP/Healthcare plan Meeting (YR-Y6) School Open Afternoon	Parent/Teacher consultations (YR & Y6) 3-5pm 'Book Look' (YR - Y6)		SEND/PP Teacher/Parent Review Meeting (YR-Y6)		SEND/PP Teacher/Parents Review meeting (YR-Y6) 3-5pm Book Look (YR-Y6)	Parent/Teacher Meetings (YR-Y6)			SEND/PP Teacher/Parents Review meeting (YR-Y6) 3-5pm Book Look (YR-Y6)	Statutory test results issued to parents (YR, Y1, Y2, Y4 & Y6) Individual written reports (YR-Y6)
	Reporting to Governors	Report external validated DFE data KS2 (Y6)	IDSR shared with FGB		YR-6 Internal teacher assessment data reported to FGB (inc PP/SEND)			YR-6 Internal teacher assessment data reported to FGB (inc PP/SEND)				Data reported from national tests/screening (YR,Y1,Y2,Y4 & Y6)

Appendix 2: An example of a core subjects assessment grid

Personal Information						EGPS											
						Autumn 2				Spring 2				Summer 2			
First Name	Surname	Gender	Disadvantaged (LAC and FSM)	SEND	Funded (Forces, EAL & LPA)	Spell	Gram	Total	Level	Spell	Gram	Total	Level	Spell	Gram	Total	Level
Child	DD	Male	No	Yes	No	13	33	46	ARE	15	42	57	GD	18	42	60	GD
Child	EE	Male	No	No	Yes	6	32	38	ARE	9	36	45	ARE	12	36	48	ARE
Child	FF	Female	No	No	Yes	13	37	50	ARE	12	42	54	ARE	16	42	58	GD
Child	GG	Female	No	No	No	10	30	40	ARE	15	33	48	ARE	18	33	51	ARE
Child	HH	Female	No	No	No	6	37	43	ARE	8	21	29	WT	10	33	43	ARE
Child	II	Male	No	No	No	6	31	37	ARE	9	29	38	ARE	11	29	40	ARE
Child	JJ	Female	No	No	Yes	13	35	48	ARE	12	36	48	ARE	14	36	50	ARE
Child	KK	Male	No	No	No	14	34	48	ARE	18	40	58	GD	20	40	60	GD
Child	LL	Male	No	No	No	6	19	25	WT	6	22	28	WT	8	34	42	ARE
Child	MM	Female	No	No	No	19	44	63	GD	18	44	62	GD	20	44	64	GD
Child	NN	Female	No	No	No	13	41	54	ARE	13	40	53	ARE	16	40	56	GD
Child	OO	Female	No	No	No	11	36	47	ARE	16	38	54	ARE	16	38	54	ARE
Child	PP	Female	Yes	Yes	No	15	34	49	ARE	14	35	49	ARE	16	35	51	ARE
Child	QQ	Male	Yes	Yes	No	10	28	38	WT	11	30	41	ARE	15	30	45	ARE
Child	RR	Female	No	No	Yes	18	46	64	GD	18	43	61	GD	20	43	63	GD
Child	SS	Male	No	No	No	7	21	28	WT	9	32	41	ARE	12	32	44	ARE
Child	TT	Male	No	No	No	10	35	45	ARE	11	39	50	ARE	16	39	55	ARE
Child	UU	Male	Yes	Yes	Yes	5	24	29	WT	6	32	38	ARE	10	32	42	ARE
Child	VV	Female	No	No	No	10	37	47	ARE	15	31	46	ARE	15	31	46	ARE
Child	WW	Male	No	No	Yes	14	32	46	ARE	13	32	45	ARE	18	32	50	ARE
Child	YY	Male	No	Yes	Yes	10	15	25	WT	11	21	32	WT	14	21	35	WT
Child	ZZ	Female	No	No	No	5	37	42	ARE	11	31	42	ARE	15	31	46	ARE

Reading						Maths															
Autumn 2		Spring 2		Summer 2		Autumn 2					Spring 2					Summer 2					
Total	Level	Total	Level	Total	Level	Arithmeti c	Reasoning g1	Reasoning g2	Total	Level	Arithmeti c	Reasoning g1	Reasoning g2	Total	Level	Arithmeti c	Reasoning g1	Reasoning g2	Total	Level	
18	ARE	27	ARE	28	ARE	35	20	16	71	ARE	39	24	24	87	ARE	39	24	24	87	ARE	
18	WT	21	ARE	26	ARE	38	19	19	76	WT	39	25	25	89	ARE	39	25	25	89	ARE	
22	ARE	29	ARE	32	ARE	27	15	16	58	WT	25	26	24	75	ARE	25	26	24	75	ARE	
27	GD	37	GD	41	GD	28	19	21	68	ARE	30	21	27	78	AER	30	21	27	78	AER	
19	ARE	27	ARE	29	ARE	39	32	22	93	GD	39	32	31	102	GD	39	32	31	102	GD	
20	ARE	34	ARE	36	ARE	38	29	26	93	GD	39	35	27	101	GD	39	35	27	101	GD	
18	ARE	30	ARE	35	ARE	27	23	21	71	ARE	35	23	21	79	ARE	35	23	21	79	ARE	
13	ARE	26	ARE	28	ARE	35	27	24	86	ARE	38	24	30	92	ARE	38	24	35	97	GD	
16	WT	30	ARE	35	ARE	28	23	15	66	ARE	31	26	26	83	ARE	31	26	26	83	ARE	
13	WT	31	ARE	32	ARE	33	29	21	83	ARE	38	25	26	89	ARE	38	25	26	89	ARE	
31	GD	39	GD	43	GD	38	28	25	91	ARE	36	23	28	87	ARE	36	23	28	87	ARE	
11	WT	29	ARE	30	ARE	30	32	22	84	ARE	36	23	27	86	ARE	36	23	27	86	ARE	
29	GD	38	GD	41	GD	37	29	29	95	GD	40	25	27	92	GD	40	25	35	100	GD	
19	ARE	33	ARE	35	ARE	35	29	30	94	GD	38	25	30	93	GD	38	25	35	98	GD	
22	ARE	37	ARE	39	GD	38	25	19	82	ARE	37	21	27	85	ARE	37	21	27	85	ARE	
20	ARE	34	ARE	34	ARE	37	26	24	87	ARE	35	23	29	87	ARE	35	23	29	87	ARE	
17	WT	20	WT	24	WT	22	22	12	56	WT	29	21	20	70	ARE	29	21	20	70	ARE	
32	GD	42	GD	44	GD	38	29	30	97	GD	38	30	27	95	GD	38	30	35	103	GD	
19	WT	25	ARE	28	ARE	33	27	20	80	ARE	37	29	27	93	ARE	37	29	27	93	ARE	
18	ARE	32	ARE	33	ARE	35	27	27	89	ARE	40	28	25	93	ARE	40	28	25	93	ARE	
19	WT	26	ARE	29	ARE	35	24	23	82	ARE	38	28	29	95	ARE	38	28	32	98	GD	
16	ARE	28	ARE	27	ARE	32	26	17	75	ARE	33	26	21	80	ARE	33	26	21	80	ARE	
28	ARE	22	ARE	26	ARE	35	25	16	76	ARE	31	28	23	82	ARE	31	28	23	82	ARE	
18	WT	13	WT	15	WT	22	15	14	51	WT	21	15	14	50	WT	21	15	14	50	WT	
22	ARE	31	ARE	32	ARE	35	32	35	102	GD	30	20	24	74	ARE	30	20	24	74	ARE	

Writing														
Autumn 2					Spring 2					Summer 2				
Non-chronological report	Persuasive Letter	Suspense Story	Descriptive Writing	Level	Myths	Instructions	Poetry	Diary Entry	Level	Biography	Newspaper Report	Discussion Text	Fables	Level
ARE	ARE	ARE	ARE	ARE	ARE	ARE	GD	GD	GD	GD	GD	GD	ARE	GD
WT	WT	WT	WT	WT	WT	WT	WT	WT	WT	WT	WT	WT	WT	WT
ARE	WT	WT	WT	WT	ARE	WT	WT	WT	WT	ARE	WT	WT	WT	WT
ARE	GD	GD	GD	GD	ARE	GD	GD	GD	GD	ARE	GD	GD	GD	GD
ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
WT	ARE	ARE	ARE	ARE	WT	ARE	ARE	ARE	ARE	WT	ARE	ARE	ARE	ARE
WT	ARE	ARE	WT	ARE	WT	ARE	ARE	WT	ARE	WT	ARE	ARE	WT	ARE
ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
ARE	GD	ARE	GD	GD	ARE	GD	ARE	GD	GD	ARE	GD	ARE	GD	GD
WT	WT	ARE	ARE	WT	WT	WT	ARE	ARE	WT	WT	WT	ARE	ARE	WT
GD	GD	GD	ARE	GD	GD	GD	GD	ARE	GD	GD	GD	GD	ARE	GD
ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
ARE	ARE	GD	ARE	ARE	ARE	ARE	GD	ARE	ARE	GD	ARE	GD	GD	GD
ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
WT	ARE	ARE	ARE	ARE	WT	ARE	ARE	ARE	ARE	WT	ARE	ARE	ARE	ARE
GD	GD	GD	ARE	GD	GD	GD	GD	ARE	GD	GD	GD	GD	ARE	GD
WT	WT	ARE	WT	WT	WT	ARE	ARE	ARE	ARE	WT	WT	ARE	WT	WT
ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
WT	WT	ARE	WT	WT	WT	ARE	ARE	ARE	ARE	WT	ARE	ARE	ARE	ARE
ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE	ARE
WT	Reading	Below		Working Towards		Expected		Exceeding		WT	ARE	ARE	ARE	ARE
WT	Autumn 2	0		8		13		4		ARE	WT	ARE	ARE	ARE
ARE		0%		32%		52%		16%		ARE	ARE	ARE	ARE	ARE
	Spring 2	0		2		19		4						
		0%		8%		76%		16%						
	Summer 2	0		2		18		5						
		0%		8%		72%		20%						

Gender Statistics:

Reading	Below		Working Towards		Expected		Exceeding	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Autumn 2	0	0	6	2	5	8	2	2
	0%	0%	46%	17%	38%	67%	15%	17%
Spring 2	0	0	2	0	9	10	2	2
	0%	0%	15%	0%	69%	83%	15%	17%
Summer 2	0	0	2	0	9	9	2	3
	0%	0%	15%	0%	69%	75%	15%	25%
Target from KS1 data								
Writing	Below		Working Towards		Expected		Exceeding	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Autumn 2	0	0	6	1	5	9	2	2
	0%	0%	46%	8%	38%	75%	15%	17%
Spring 2	0	0	4	1	6	9	3	2
	0%	0%	31%	8%	46%	75%	23%	17%
Summer 2	0	0	3	1	7	8	3	3
	0%	0%	23%	8%	54%	67%	23%	25%
Target from KS1 data								
EGPS	Below		Working Towards		Expected		Exceeding	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Autumn 2	0	0	6	1	7	9	0	2
	0%	0%	46%	8%	54%	75%	0%	17%
Spring 2	0	0	2	1	9	9	2	2
	0%	0%	15%	8%	69%	75%	15%	17%
Summer 2	0	0	1	0	10	8	2	4
	0%	0%	8%	0%	77%	67%	15%	33%
Target from KS1 data								
Maths	Below		Working Towards		Expected		Exceeding	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Autumn 2	0	0	3	1	9	6	1	5
	0%	0%	23%	8%	69%	50%	8%	42%
Spring 2	0	0	1	0	10	8	1	4
	0%	0%	8%	0%	77%	67%	8%	33%
Summer 2	0	0	1	0	9	7	2	5
	0%	0%	8%	0%	69%	58%	15%	42%
Target from KS1 data								

Appendix 2 continued: SEND Statistics

Reading	Below		Working Towards		Expected		Exceeding	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Autumn 2	0	0	4	4	2	11	1	3
	0%	0%	57%	22%	29%	61%	14%	17%
Spring 2	0	0	2	0	4	15	1	3
	0%	0%	29%	0%	57%	83%	14%	17%
Summer 2	0	0	2	0	4	14	1	4
	0%	0%	29%	0%	57%	78%	14%	22%
Target from KS1 data								
Writing	Below		Working Towards		Expected		Exceeding	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Autumn 2	0	0	4	3	2	12	1	3
	0%	0%	57%	17%	29%	67%	14%	17%
Spring 2	0	0	3	2	3	12	1	4
	0%	0%	43%	11%	43%	67%	14%	22%
Summer 2	0	0	2	2	4	11	1	5
	0%	0%	29%	11%	57%	61%	14%	28%
Target from KS1 data								
EGPS	Below		Working Towards		Expected		Exceeding	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Autumn 2	0	0	5	2	2	14	0	2
	0%	0%	71%	11%	29%	78%	0%	11%
Spring 2	0	0	1	2	5	13	1	3
	0%	0%	14%	11%	71%	72%	14%	17%
Summer 2	0	0	1	0	5	13	1	5
	0%	0%	14%	0%	71%	72%	14%	28%
Target from KS1 data								
Maths	Below		Working Towards		Expected		Exceeding	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Autumn 2	0	0	4	0	3	12	0	6
	0%	0%	57%	0%	43%	67%	0%	33%
Spring 2	0	0	1	0	5	13	0	5
	0%	0%	14%	0%	71%	72%	0%	28%
Summer 2	0	0	1	0	4	12	1	6
	0%	0%	14%	0%	57%	67%	14%	33%
Target from KS1 data								

Disadvantaged Statistics

Reading	Below		Working Towards		Expected		Exceeding	
	Disad	Non Disad	Disad	Non Disad	Disad	Non Disad	Disad	Non Disad
Autumn 2	0	0	2	6	1	12	0	4
	0%	0%	67%	27%	33%	55%	0%	18%
Spring 2	0	0	1	1	2	17	0	4
	0%	0%	33%	5%	67%	77%	0%	18%
Summer 2	0	0	1	1	2	16	0	5
	0%	0%	33%	5%	67%	73%	0%	23%
Target from KS1 data								
Writing	Below		Working Towards		Expected		Exceeding	
	Disad	Non Disad	Disad	Non Disad	Disad	Non Disad	Disad	Non Disad
Autumn 2	0	0	1	6	2	12	0	3
	0%	0%	33%	27%	67%	55%	0%	14%
Spring 2	0	0	0	5	3	12	0	5
	0%	0%	0%	23%	100%	55%	0%	23%
Summer 2	0	0	0	4	3	12	0	6
	0%	0%	0%	18%	100%	55%	0%	27%
Target from KS1 data								
EGPS	Below		Working Towards		Expected		Exceeding	
	Disad	Non Disad	Disad	Non Disad	Disad	Non Disad	Disad	Non Disad
Autumn 2	0	0	2	5	1	15	0	2
	0%	0%	67%	23%	33%	68%	0%	9%
Spring 2	0	0	0	3	3	15	0	4
	0%	0%	0%	14%	100%	68%	0%	18%
Summer 2	0	0	0	1	3	15	0	6
	0%	0%	0%	5%	100%	68%	0%	27%
Target from KS1 data								
Maths	Below		Working Towards		Expected		Exceeding	
	Disad	Non Disad	Disad	Non Disad	Disad	Non Disad	Disad	Non Disad
Autumn 2	0	0	1	3	2	13	0	6
	0%	0%	33%	14%	67%	59%	0%	27%
Spring 2	0	0	0	1	3	15	0	5
	0%	0%	0%	5%	100%	68%	0%	23%
Summer 2	0	0	0	1	2	14	1	6
	0%	0%	0%	5%	67%	64%	33%	27%
Target from KS1 data								

Appendix 2 continued

Funded pupils' statistics:

Reading	Below		Working Towards		Expected		Exceeding	
	Funded	Not Funded	Funded	Not Funded	Funded	Not Funded	Funded	Not Funded
Autumn 2	0	0	3	5	4	9	1	3
	0%	0%	38%	29%	50%	53%	13%	18%
Spring 2	0	0	1	1	6	13	1	3
	0%	0%	13%	6%	75%	76%	13%	18%
Summer 2	0	0	1	1	6	12	1	4
	0%	0%	13%	6%	75%	71%	13%	24%
Target from KS1 data								
Writing	Below		Working Towards		Expected		Exceeding	
	Funded	Not Funded	Funded	Not Funded	Funded	Not Funded	Funded	Not Funded
Autumn 2	0	0	4	3	3	11	1	3
	0%	0%	50%	18%	38%	65%	13%	18%
Spring 2	0	0	3	2	4	11	1	4
	0%	0%	38%	12%	50%	65%	13%	24%
Summer 2	0	0	1	3	6	9	1	5
	0%	0%	13%	18%	75%	53%	13%	29%
Target from KS1 data								
EGPS	Below		Working Towards		Expected		Exceeding	
	Funded	Not Funded	Funded	Not Funded	Funded	Not Funded	Funded	Not Funded
Autumn 2	0	0	3	4	4	12	1	1
	0%	0%	38%	24%	50%	71%	13%	6%
Spring 2	0	0	1	2	6	12	1	3
	0%	0%	13%	12%	75%	71%	13%	18%
Summer 2	0	0	1	0	5	13	2	4
	0%	0%	13%	0%	63%	76%	25%	24%
Target from KS1 data								
Maths	Below		Working Towards		Expected		Exceeding	
	Funded	Not Funded	Funded	Not Funded	Funded	Not Funded	Funded	Not Funded
Autumn 2	0	0	2	2	3	12	3	3
	0%	0%	25%	12%	38%	71%	38%	18%
Spring 2	0	0	1	0	4	14	3	2
	0%	0%	13%	0%	50%	82%	38%	12%
Summer 2	0	0	1	0	3	13	4	3
	0%	0%	13%	0%	38%	76%	50%	18%
Target from KS1 data								

Appendix 3: An example extract from a foundation subjects assessment grid

Instructions Enter: - Enter 1 if target met - Enter 2 if working towards - Enter 3 if target not met - Enter e if exceeding expectations	Year 1	Chronology	Sequence two photographs, artefacts, people or events	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name		
			Enquiry & Evidence	Answer simple questions about the past	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
		Interpreting and Connecting	Say how life in the past was similar or different to today.	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
			Organization and Communication	Use simple words and phrases to describe the passing of time including days, months, years, before I was born, long ago, first, then, after.	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
		Brighten Lighth, Big City	Lives of significant individuals, changes beyond living memory	Legacy Rule	The Great Fire of London happened a long time ago (beyond living memory)	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
			Significance	Significance Rule	Talk about the causes and effects of the fire in London	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
		Significance		Lives of significant individuals	Legacy	Samuel Pepys saw the Great Fire of London. We use his diary to tell us about it.	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
			Superheroes	Significance	The achievement of people in the past affect lives today	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
		name				name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
		name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
		name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
		name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
		name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
		name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
		name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
		name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
		name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
		name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
		name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
		name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name

Appendix 4: An example of core subject progress ladder

(This is an example of a Reading progress ladder. Ladders are produced for writing, EGPS and maths)

Reading Progress:

Greater Depth Exceeding national expectations		Child FF	Child AA (S) Child HH Child NN Child SS (F)
Expected Working at national expectations	Child KK (S) Child LL (S,D)	Child BB Child DD Child EE (S) Child BB (L) Child GG (F) Child II Child JJ Child MM Child OO (E) Child PP Child QQ (D,S) Child RR Child TT Child UU Child YY (E)	Child ZZ
Working towards Working below national expectations	Child CC (S)	Child VV (D,S)	
Below Working below Key Stage expectations			
Prior Attainment	Low Attainment	Middle Attainment	High Attainment
S - SEND			
D - Disadvantaged			
F - Forces Premium			
E - EAL			
L - Low Prior Attainer			

Appendix 5: An extract from the School Inspection Handbook (Feedback section)

The School Inspection Handbook states:

- Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- While inspectors will consider how written and oral feedback is used to promote learning, Ofsted **does not** expect to see any written record of oral feedback provided to pupils by teachers.

Appendix 6: Class Feedback Sheet (non-mandatory)

An example of what a Class Feedback Sheet might look like:

Points to advance pupil progress and outcomes
• • •

Appendix 7 Roles and responsibilities

Class teachers are responsible for:

- Carrying out individual assessments (both summative and formative) of the children in their care according to the school's procedures and expectations.
- For non-SEND related concerns, informing a member of leadership of any children they are concerned about in a timely fashion, having implemented our 'Quality First Teach' model.
- For SEND related concerns, informing the SENDCo of any children they are concerned about in a timely fashion, having implemented our 'Quality First Teach' model.
- Reporting the results of summative and formative assessment on a termly basis (Phonics half termly) using the school data collection spreadsheets and ladders (Appendices 3 & 4).
- Reporting each child's progress to parents
- Setting up provision plans, interventions or support packages for any children whose progress is not meeting expectations or who fall into one of the categories of SEND, PP, EAL, funded or LPA and are working below expectations.

The leadership team, including Headteacher, are responsible for:

- Overseeing standards of teaching/learning and assessment.
- Analysing assessment and discussing findings with class teachers.
- Evaluating the impact of any interventions to ensure they are effective.
- Analysing the results of assessment procedures to guide future strategic decisions in teaching and learning.
- Coordinating and overseeing whole school assessment and review cycles, including statutory testing.
- Provide termly reports of progress to the school governors through the Headteacher's report.
- Reporting the results of statutory national tests to the school, parents and governors.
- Ensuring all required data is shared with the appropriate authorities, such as DfE, STA and Dorset Council, in a timely manner.

The SENDCO is responsible for:

- Collecting data and monitoring progress SEND children.
- Initiating any assessments/procedures as directed by the SEND policy.
- Liaising with class teachers when intervention/provision does not show progress.

The assessment leader is responsible for:

- Reviewing the school's assessment procedures and policy on an annual basis.
- Implementing changes decided upon by the leadership team or in consultation with staff.
- Training staff on any changes to assessment, the recording systems and its use.
- Working with the SLT to develop specific assessments for different areas of the school.