



St George's CE Primary School

Learn, Care and Share through Work, Play and Prayer



**Wrightington
Mossy Lea
Primary School**

From tiny acorns, mighty oaks grow

ASSESSMENT POLICY

Intent

What is the school's mission statement?

"Be determined and confident as God will be with you", Deuteronomy 31:6, inspiring us to "learn, care and share through work, play and prayer".

Rationale

This policy outlines the purpose, nature and management of assessment at St George's and Mossy Lea Primary Schools. We believe it is crucial that the progress of children is carefully monitored, and that all children have targets of progression. It is also imperative that full use is made of assessment data.

Accurate, timely use of formative or summative assessment will support children's progress and help them meet aspirational targets. All assessment at St George's and Mossy Lea is used to inform planning, teaching, feedback and reporting. All forms of assessment help us to define the stage that each child is at and determines the next step in their education. It will ensure early identification of children with Special Educational or additional needs, and those in need of further challenge, leading to timely provision. It will ensure continuity and progression in our work with the children between year groups. It will communicate accurate information about the child and the cohort that is useful to senior leaders, teachers, children, parents and governors.

Principles of Formative Assessment

Formative assessment, or Assessment for Learning, is the day to day ongoing assessment which enables teachers to identify the next steps in pupils' learning and to enable pupils to have greater involvement and responsibility for their own learning. Formative assessment is one of the most effective tools at a teacher's disposal. It includes:

- Clarifying, sharing and understanding learning intentions.
- Engineering effective discussions, activities and classroom tasks that elicit evidence of learning.
- Using effective questioning, enabling teachers and children to understand where they are in the learning process.
- Providing feedback (written or verbal) that moves learning forward.
- Activating children as learning resources for one another.
- Activating children as owners of their own learning.

These strategies are effective in moving learning forward and at both St George's and Mossy Lea we are committed to developing and strengthening these skills with all our teachers.

Summative Assessment

Summative assessment provides a snapshot of attainment at the end of a unit, year group, key stage or when a pupil is leaving the school. It makes judgments about pupils' performance in relation to national standards and evaluates their learning. It supports teachers by promoting a broad curriculum and by developing teachers' skills in assessing standards of attainment and the progress children have made. It involves 'stepping back' periodically to review pupils' ongoing work and relate their progress to National Curriculum expectations, and provides information to help teachers plan for the next steps in children's learning. At the end of the term in all three terms (December – Autumn, April – Spring and May (Year 6)/June – Summer), teachers will undertake summative assessments that will give an accurate picture of a pupil's current attainment. Each term the following actions take place to support the summative assessment process:

- All children are assessed as working at, on track, deeper learning or below year group expectations in all areas of the curriculum. There is clear curriculum guidance, produced by Subject Leaders, to support teachers with this task. Moderation is routinely carried out, in a cycle of subjects, to ensure teacher assessment is accurate. Judgements are recorded each half term for all curriculum areas on the teacher's medium term plan. Judgements for Reading, Writing and Maths should be added to the Lancashire Tracker once per term. Judgements for Foundation Subjects will be added yearly to the tracker at the end of the summer term.
- Teachers in Y6 and Y2 use past SATs papers and sample papers to benchmark children's current, and future attainment against national standards.
- White Rose Maths end of units reviews are completed in Years 2 – 6 with standardised tests also completed in Years 3 – 5 in Autumn, Spring and Summer.
- Standardised Reading Tests are completed in Years 3 – 6 in Autumn, Spring and Summer.
- As well as ongoing writing tasks, all children complete a piece of independent writing in their writing book which moves through school with them.
- 1:1 phonics assessments are carried out in EYFS and Year 1 to identify phases of Red Rose Phonics that have been secured and identify existing gaps.
- Standardised Spelling, Punctuation and Grammar Tests are completed in Years 3-6 in Autumn, Spring and Summer.

All of the information from these assessments is used to inform pupil progress meeting discussions. Strengths, gaps and next steps are identified, with further provision and intervention planned. This will include targeted provision for those with gaps or barriers to learning, as well as those working above year group expectations or making accelerated progress.

What we do at St George's and Mossy Lea?

At St George' and Mossy Lea, we use the National Curriculum objectives as the expectations for all children. Subject Leaders have produced a curriculum overview of all the knowledge and skills which should be covered in each year group for all curriculum areas. These expectations can be found on all class long term plans to ensure coverage and progression throughout the years. We also utilise Chris Quigley's **Milestones** (KS1, Lower KS2 and Upper KS2) as well as a resource developed by the Lancashire Local Authority called '**KLIPs**' (**Key Learning Indicators of Performance**), where necessary. Teachers regularly assess children against these year group objectives using the **Milestones** for Reading, Writing and Maths. Teachers should utilise the knowledge and skills on their long term plan to assess each individual unit for all foundation subjects. In addition, teachers in years 2-6 will back up their teacher assessment with a standardised test.

At the end of the term in all three terms (December – Autumn, April – Spring and May/June – Summer), teachers should judge whether a child is working at age-related expectations for that point in the year (summative assessment). We will use this information to grade children, and to set them ambitious targets for the coming term.

Judgements are:

Below (not on track) - The child has not achieved securely what has been taught at this point in the assessment period.

On track- The child has securely achieved the content (skills/knowledge) that has been taught in this period.

Deeper Learning (Greater Depth) - The child has securely achieved the content (skills/knowledge) that has been taught in this period. They are able to demonstrate a breadth of understanding through their evidence base. It is essential that all teachers have a clear understanding of what their school's definition of 'deeper learning' entails and are able to explain why they have used this judgement, backed by an evidence base from a pupil progress meeting..

Deeper Learning means a child has mastered the learning expected for their age and stage, and is therefore able to delve into it in more detail. ... Being able to explain what they have been doing to others, including teaching other children what they have learned.

Milestones/KLIPS and Not On Track

If the age appropriate Milestone/KLIPS for core subjects is not suitable for some children, teachers will select the Milestones/KLIPS sheet that is the most suitable fit for the child and assess them as below (not on track), on track and deeper learning. For children who are working above the new national curriculum expectations for their year group, this does not involve accelerating children through to the next grid at pace but is about ensuring their learning is deepened through breadth and application. Children with special educational needs (SEN) may be assessed using PIVATs (a Lancashire assessment framework which is used to assess children with SEN who are working significantly below age related expectations)

Equal Opportunities

All teaching and non-teaching staff at St George's and Mossy Lea are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school. Attainment and achievement of all children will be regularly assessed, analysed and acted upon.

Special Educational Needs

In each year group we teach the national curriculum for that year; this may differ for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught learning objectives from an earlier year group's curriculum and assessed according to this criteria. This is planned and monitored carefully, recorded on an Individual Education Plan or Learning Plan. Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli. It could be the use of verbal questions or observations rather than asking

students to produce a written response. Adapted tests are used at times with specific pupils. For example, this could be the use of larger print tests. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties. High expectations apply equally to SEND pupils. Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments). During termly meetings, teachers evaluate and plan with parents (and the SENDCo if required) personalised provision for those children on the SEND register. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long-term outcomes.

Pupil Progress Meetings

We review the children's attainment and progress termly (Autumn 2, Spring 2 and Summer 2) with three Pupil Progress meetings. We look closely at end of key stage results, termly assessments on the tracker as well as scrutinising children's work in books, scrapbooks and SeeSaw. Children identified as not on track/below and unlikely to be secure (achieving age related expectations) will be included on a spreadsheet with details about interventions that are taking place. We also identify those children that are deemed to be plateauing and not making expected progress based on their end of Key Stage One results. Pupils identified as requiring Special Educational support will have their own individual educational 'goals' which are shared with them and their parents.

Statutory Assessment – Tasks and Tests

At regular stages throughout their Primary Education, children complete statutory assessments. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a child reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support through Fast Track Phonics intervention and then repeat the test near the end of Year 2. Personalised intervention is continued as they move through KS2.

End of Key Stage 1 tests

All pupils sit the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

Year 4 Multiplication Check

The MTC is an online assessment, designed to determine whether pupils are able to fluently recall their multiplication tables up to 12, through a set of 25 timed questions. It will identify pupils who have not yet mastered this mathematical skill so additional support can be provided. This assessment is completed during a 3 week window in June by all children in Year 4.

End of Key Stage 2 tests

All pupils take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard. We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Improvement Plan.

Foundation Stage Assessment

The Reception Baseline Assessment.

At the start of the Reception year, children will be required to be assessed against the Reception Baseline Assessment (RBA) within the first six weeks of starting reception. The purpose of this is to provide an on-entry assessment of pupil attainment (early mathematics and literacy, communication and language). The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for practitioner to use as the pupil engages with the tasks. The RBA can be used to measure progress to the end of Key Stage 2.

Formative assessment is on-going throughout the EYFS. Summative assessment in the EYFS is based upon practitioner's knowledge of the non-statutory development matters document and the observation checkpoints. By monitoring a child's progress closely, practitioners can make the right decisions about what sort of extra help is needed and offer helpful suggestions to support learning at home within the family.

EYFS Profile

At the end of the Reception, an EYFS profile must be completed for each child. This involves assessing children against the final Early Learning Goals as outlined in New EYFS framework 2020. The profile or assessment against the final ELGs will be based upon the practitioners' own judgement of; a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

What we do at St George's and Mossy Lea?

In our Foundation Stage, teachers baseline the children in the first half term. Information is recorded on the Lancashire Tracker and used to inform planning and next steps for the children's learning. The

Foundation staff (Teachers and Support Staff) have regular moderation meetings to ensure accurate assessment across the year group.

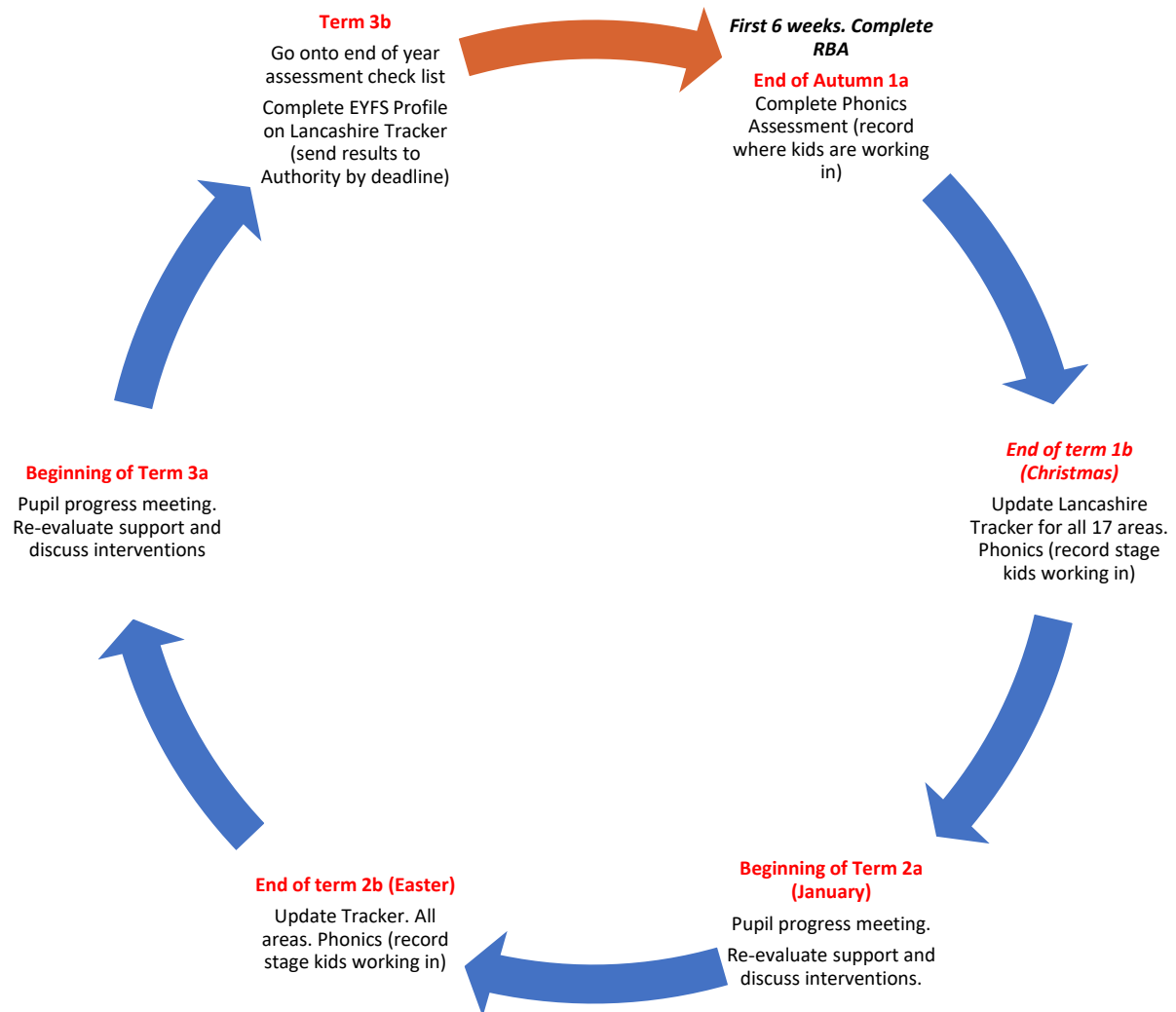
A Learning Journey is updated throughout the year with evidence obtained through a range of strategies; observation, discussion, questioning, focussed tasks. This is supported by an electronic programme incorporating written, photographs, audio and video evidence (Seesaw).

Parents are an essential partner in the learning journey throughout Foundation Stage and can add comments to any observations made on Seesaw.

Each term, teacher's report whether the child is on track/not on track (using a mixture of teacher knowledge, evidence from seesaw and evidence in scraps books and written books) for each area of learning which is in turn is recorded on the Lancashire Tracker. This enables teachers to measure attainment and progress for individuals, groups and the cohort across the term and the whole of the EYFS. Termly, teachers have a pupil progress meeting with SLT to report their data, analyse the data, flag pupils at risk of falling behind or not making good progress, identifying specific groups for Intervention for the following term. The impact of the previous term's actions is also evaluated.

At the end of the year all children are assessed on the Early Learning Goals and these are shared with Parents, Governors and the Local Authority. Year 1 teachers use the assessments at the end of Early Years Foundation Stage to plan an effective, responsive and appropriate curriculum that will meet the needs of the children.

Foundation Stage Assessment



Year 1



Years 3, 4, 5



ALL practice test papers should be marked by the class teacher/teachers only. This is so the class teacher can assess and analyse each Child's performance and make a summative judgment for Maths, Reading and SPAG.

Test 1 – NEFR Progress Test Autumn (Purchased by Assessment Lead)
 Test 2 – NEFR Progress Test Spring (Purchased by Assessment Lead)
 Test 3 – NEFR Progress Test Summer (Purchased by Assessment Lead)

Years 2 and 6

ALL practice SATS should be marked by the class teacher/class teachers only. This is so the class teacher can assess and analyse each Child's performance and make a summative judgment for Maths, Reading and SPAG.

Assessment of Foundation Subjects (Years 1 – 6)

At the end of each unit in most foundation subjects (excluding RE at St George's), children will be assessed against the skills and knowledge of the National Curriculum using the objectives on the classes long term plan. Judgements are made as children complete the listed objectives (skills and knowledge) during a unit. For each unit, children are judged as either work below, on track or deeper learning against the objectives stated on the long term plan. Teachers will make a note of the children's initials that are deemed to be working below and those working at greater depth (deeper learning) on their classes' long term plan.

If a child's initials do not appear on the long-term plan, it will indicate they are on track to achieve age related expectations against the objectives (skills and knowledge) for that subject/unit. Teachers will use this information to make a summative assessment at the end of the year to be added to the Lancashire Tracker.

Example

Year 1 - Class 3		Year 2 - Class 4		Year 3 - Class 5		Year 4 - Class 6		Year 5 - Class 7		Year 6 - Class 8	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Geography	Topic 1: Our Local Area (Chorley) What's my local area like? Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Geographical skills and Fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Topic 2: Traditional Toys What did children get for Christmas in the past? Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Geographical skills and Fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Topic 3: London Why is London the capital city of England? Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Geographical skills and Fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Topic 4: The Great Fire of London Why couldn't the Fire Brigade put out the Great Fire of London? Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Geographical skills and Fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Topic 5: What a Wonderful World Can you find the United Kingdom on a world map? Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Geographical skills and Fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Topic 6: A British Afternoon Tea Party Children to make sandwiches and cakes. Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Geographical skills and Fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Topic 7: The Queen's Birthday Why is the Queen's Birthday a British holiday? Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Geographical skills and Fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Topic 8: The Queen's Birthday Why is the Queen's Birthday a British holiday? Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Geographical skills and Fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Topic 9: The Queen's Birthday Why is the Queen's Birthday a British holiday? Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Geographical skills and Fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Topic 10: The Queen's Birthday Why is the Queen's Birthday a British holiday? Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Geographical skills and Fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Topic 11: The Queen's Birthday Why is the Queen's Birthday a British holiday? Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Geographical skills and Fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds.
Geography Assessment	GD AF KB RS	Below LD SH	GD	Below	GD TN GB RH	Below MY NC RJ SK	GD	Below	GD NH JL ES AM	Below	JH CF JW I

Geography Assessment	GD AF KB RS	Below LD SH	GD	Below	GD TN GB RH	Below MY NC RJ SK	GD	Below	GD NH JL ES AM	Below	JH CF JW I
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Lancashire Tracker for Years 1 -6

[ks1-2-user-guide-revised-version-december-2021.pdf \(lancashire.gov.uk\)](#)

How do I add tracking data? (Phase 2 Revision)

Having [created a new assessment period](#) (see example below) you can add your tracking data for each pupil either individually, cell by cell, or by [using the flood-fill facility](#) (see instructions below).

To provide an individual outcome click within the appropriate cell to access the drop-down list of options using the down arrow (see left) highlight your selection and then apply using the tick box. To leave a cell blank, you should select the blank situated above the word "Below".

A new feature following Phase 2 development is that once the outcomes "Below" or "On track" are entered within the general tracking area, red and green highlighting will be applied to the associated cells respectively. Should you wish to override these colours you can do so using the pallet of colours in the system.

To apply a colour highlight to an individual judgement you can select from the range of colours in the pallet available via the drop-down arrow to the right of the judgement applied (see left). Once a colour has been selected click on the tick box to secure.

How do I add formative curriculum assessments? (Phase 2 Revision)

The earlier section outlining [how to create an assessment](#) refers to the "formative curriculum assessment" option.

This area of the assessment has been designed to enable schools, if desired, to add further context to the general tracking performance outlined in the core subject areas of "Reading", "Writing" and "Mathematics".

Once added to an assessment, users can enter free text to a cell by clicking within it and then adding the desired details before finally clicking the tick button to secure (see left).

The [flood-fill functionality](#) (see details below) will allow users to enter a value for the entire column.

Teachers will enter a summative assessment for Reading, Writing and Maths into the tracker at the end of each assessment period as stated above. In addition, Teachers will enter a summative assessment for all Foundation subjects at the end of the academic year.

Reception Staff to use the New EYFS Lancashire Tracker for Academic Year 2021/22 (Launched in Autumn 1). All data such as phonic screening, EYFS profile data, KS1 teacher assessment against interims to be submitted to the Local Authority using the Lancashire Tracker.

Pupil Progress Meetings

Reception and Year 1

Appraisal (Term 1a),

Pupil Progress Meetings – Term 2a (January), Term Spring 2a (After Easter), Term 3b

Year 2 – 6

Appraisal (Term 1a),

Pupil Progress Meetings – Term 1b, Term 2b and Term 3b.

AGENDA FOR PUPIL PROGRESS MEETINGS

*Discuss Data and progress of children. In Years 3-6, we will look closely at KS1 data (if available). We will use this as a baseline to ensure that children are making progress. We will also look at books and evidence on SEESAW to validate the accuracy of teacher assessment. In addition, we talk about standardised tests and conduct an analysis of the strengths and weakness of a particular cohort.

*Highlight children who are at risk of falling behind, or not making progress. Complete intervention list, and class record. Complete provision mapping, SEN Interventions. (*If amended – update Provision mapping master!)

*Three times a year there will be a pupil progress meeting with the HT/SLT.

Pupil progress will be discussed here, including that of SEN children. At the meetings, the CT and HT/SLT and SENCO will update the provision maps for their class, and as such evaluate intervention impact using the intervention lists, and create intervention lists for the following term.

*IEPs will be evaluated at the end of every term. Class teachers/TAs should evaluate the children's IEPs, and update each term, after the PP meeting. The SENCO is available for consultation in writing and evaluating the IEPs should any teacher require help.

*In term 3 the SENCO will join staff for the pupil progress meetings. IEP's for the following year will be written, provision maps updated, and intervention lists created for the following year.

Provision mapping document is located in:

"Dropbox\SLT stuff\SENCO (password protect all docs)"

Intervention sheet and class records can be located in:

Dropbox\SLT stuff\SENCO (password protect all docs)\Intervention

Following the summer term pupil progress meetings, teachers should meet with the receiving teacher as soon as possible.

Following assessments, SLT will collect in 10% of each class's papers for moderation purposes.

An additional 10% will be moderated via an external source, either a partner school, or a consultant.
This will be organised by the Assessment Lead.

Moderators at all levels should initial, along with the class teacher the papers moderated.

End of School Year – Both Schools

Year Group	Check list of activities	Completed
FS Date set by LA. Check Portal	<ul style="list-style-type: none"> Foundation stage profile completed for each child. This will be an assessment against the Early Learning Goals. Please note the importance for accuracy here. A child who has a 'good' level of achievement is expected to go on to achieve a secure level of learning. Update the results into the Lancashire Tracker. Teacher assessments against the profile should be handed into the HT/HoS. Please make HoS/HT aware of children who deem not to have a good level of development. Send profile results to the authority (date set by LA). Record Phonics phase in which the children are secure recorded Hold liaison meeting with receiving teacher 	
Year 1 Phonics date – nationally set TA's in please by end of June	<p>Phonics Screening</p> <ul style="list-style-type: none"> Y1 Phonics Screening Resit to be held - Monday 6 June to Friday 10 June. If a pupil is absent during the check week; you can administer the check to them until Friday 17 June. Y1 Phonics Screening results to be inputted into the Lancashire Tracker and sent to LA. Record the names and scores of children who failed test and should repeat in Y2. <p>End of Year Assessments</p> <ul style="list-style-type: none"> Complete Writing assessment – Use year group Milestones/KLIPS Complete Maths Assessment –Use year group Milestones/KLIPS Complete Reading Assessment - Use year group Milestones/KLIPS. <p>Foundation Subjects</p> <ul style="list-style-type: none"> Continue to assess Foundation subjects at the end of each unit – Use national curriculum objectives (skills and knowledge) from long term plan (ongoing throughout year) to make note of children who are not on track/working at greater depth. At end of the academic year complete a summative assessment for each foundation subject to be placed onto the online Lancashire tracker 	
Year 2 SAT's weeks – immediately	<p>Key Stage 1 SATS</p> <ul style="list-style-type: none"> SATs completed to be completed in the month of May. English reading Paper 1, English reading Paper 	

after Y6 for 2 weeks

After 12th May

2, Mathematics Paper 1: arithmetic and Mathematics Paper 2: reasoning.

- Teacher to mark SATs Papers (marking scheme available from Assessment Gateway from 3rd May).
- Raw scores and teacher assessments (Maths, Writing, Reading, SPAG and Science) against the interim frameworks should be handed into the HT/HoS. If there is a difference between test score/TA, then the HT should be informed.
- Results following SATs to be collated and inputted into the Lancashire Tracker and sent to the LA.
- Teacher also to input tracker an assessment against Milestones/KLIPS
- HT/HoS to check raw scores against scale scales after the 1st of June (date to be confirmed by DFE)

Phonics

- Y2 Phonics Screening Resit to be held - Monday 6 June to Friday 10 June. If a pupil is absent during the check week; you can administer the check to them until Friday 17 June
- Y2 Phonics Screening Re-Test to be inputted into the Lancashire Tracker and sent to LA.
- Phonics phase recorded for those who fail the Phonics Screening Test resit. This will help with any intervention in the juniors.

Foundation Subjects

- Continue to assess Foundation subjects at the end of each unit – Use Milestones/National Curriculum objectives (skills and knowledge) from long term plan (ongoing throughout year) to make note of children who are not on track/working at greater depth.
- At end of the academic year complete a summative assessment for each foundation subject to be placed onto the online Lancashire tracker
- Hold liaison meeting with receiving teacher

9.2 What teachers must assess

This table shows which framework to use when making TA judgements, depending on the subject and standard at which the pupil is working. [Exemplification materials](#)³⁷ are available to help teachers make their judgements if additional guidance is needed.

Key stage 1 standard	Guidance	English reading	Maths	English writing	Science
Pupils working at the standard of the national curriculum assessments	TA frameworks ³⁸	Yes	Yes	Yes	Yes
Pupils working below the standard of the national curriculum assessments and engaged in subject-specific study	Pre-key stage 1 standards ³⁹	Yes	Yes	Yes	N/A

For details of how to assess pupils working below the standard of national curriculum assessments and not yet engaged in subject-specific study, see section 9.5.

Year 3,4,5

**After 10th June
(Phonics
Screening)**

- Teacher marks end of year assessment (NFER PAPER)
- Results of test recorded on Lancashire Tracker
- Analyse test to help update Milestones/KLIPS for Maths, Reading and Spag (Writing)
- Writing assessment – Use year group Milestones/KLIPS.
- Judgement (not on track, on track and greater depth) placed onto the online Lancashire tracker for R/W/M.
- Teacher assessment is reported for subjects (if there is a difference in opinion or a decline in testing scores, then the HT should be informed)
- Continue to assess Foundation subjects at the end of each unit – Use Milestones/National Curriculum objectives (skills and knowledge) from long term plan (ongoing throughout year) to make note of children who are not on track/working at greater depth.
- At end of the academic year complete a summative assessment for each foundation subject to be placed onto the online Lancashire tracker

Year 4 Multiplication Test

- The check window opens on Monday 6 June for a 3-week period. All participating pupils must complete the check in this 3-week period. Schools are strongly encouraged to administer the check within the first 2 weeks, leaving the final week for pupils who were absent during the first 2 weeks or in case of any delays due to technical difficulties
- A school password and pupil PINs will need to be generated for each day that pupils are taking the check.

Year 6

Date set nationally!

No Science Sampling

3.3 Key stage 2 test timetable for 2022

The tests must be taken on the scheduled day, and in order, unless an application for a timetable variation has been approved by STA (see section 7.4).

Date	Tests
Monday 9 May	English grammar, punctuation and spelling: <ul style="list-style-type: none"> Paper 1: questions Paper 2: spelling
Tuesday 10 May	English reading
Wednesday 11 May	Mathematics: <ul style="list-style-type: none"> Paper 1: arithmetic Paper 2: reasoning
Thursday 12 May	Mathematics Paper 3: reasoning

8.2 What teachers must assess

This table shows which framework to use when making TA judgements, depending on the subject and standard at which the pupil is working. [Exemplification materials](#)³⁴ are also available to help teachers make their judgements if additional guidance is needed.

Key stage 2 standard	Guidance	English reading	Maths	English writing	Science
Pupils working at the standard of the national curriculum assessments	TA frameworks ³⁵	N/A	N/A	Yes	Yes
Pupils working below the standard of the national curriculum assessments and engaged in subject-specific study	Pre-key stage 2 standards ³⁶	Yes	Yes	Yes	N/A

For details of how to assess pupils working below the standard of national curriculum assessments and not yet engaged in subject-specific study, see section 8.5.

SATs completed, and despatched as required

- Teacher assessment framework completed for writing.
- Results (scale score/score) accessed from Primary Assessment Gateway in the month of July (date set nationally)
- Papers stored in archive (3 years)
- Transfer data, and folders taken to high school

Test scripts that have been marked on screen can be accessed on the Primary Assessment Gateway from 7:30am on Tuesday 5 July.

Handover Meetings

Handover Transition meeting – This information should all be contained on your class profile
<u>Children who are not allowed to have photographs taken</u>
<u>Allergies</u>
<u>Health/ Medical conditions</u>
<u>IEPs/ Statements</u>
<u>PP</u>
<u>FSM</u>
<u>New to school?</u>
<u>Relevant friendship groups</u>
<u>Parents on board?</u>

<u>Data. Tracker.</u>
<u>Intervention.</u>
<u>Gifted and Talented</u>
<u>Siblings</u>
<u>Hand over tracking file</u>
<u>Boy/ Girl Split</u>
<u>Hand over update class profile</u>
<u>Whether an additional copy of report has been requested by parent – check with admin</u>

Recording Internal Test Scores

Please record all standardised test scores at the end of your assessment period on the Lancashire Tracker.

TARGET SETTING Both Schools

- At St George's and Mossy Lea we aim for the number of children to be secure in their learning for their year group to be 95% in an average cohort.
- In the majority of cases targets will come from **ARE (age related expectations)**. They can be found in the LAPS (Learning and Progression Steps), and in children speak in 'resources for all' in Dropbox.

WRITING.

We set a group, or individual target.

These are shared with the children, and displayed in their writing book so that they know what they have to do to achieve there are

These are reviewed at the end of every unit, via discussion and child self-assessment.

Children who are not working at ARE (age related expectations) will have the appropriate expectations displayed in their book.

Individual targets may be focussed on during any guided writing sessions.

READING.

We set a group, or individual target.

These are shared with the children, and displayed in their English book so that they know what they have to do to achieve there ARE

These are reviewed at the end of every unit, via discussion and child self-assessment.

Children who are not working at ARE will have the appropriate expectations displayed in their book.

Guided Reading.

These sessions also have targets.

These are verbally shared with the children during each guided session.

MATHS

There are currently no individual targets set for maths as we use a mastery approach

Reporting

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and extend pupil progress. Our reporting procedures include: -

- Parent Consultation Meetings taking place twice a year
- Annual Reports (including assessment against end of year government expectations) and Interim Reports in March
- The results of any statutory assessments e.g. Foundation Stage Profile, the Phonics Screening Check, Multiplication Check and end of KS1 and KS2 SATs tests.
- Reporting to Governors through a Head Teacher's Report - All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.