



Policy title:	Assessment and Moderation
Policy folder:	School Policies/Curriculum & Teaching
Last reviewed:	November 2021
Next review:	November 2024
Lead by:	Assessment Co-ordinator
Responsible committee:	SD

Introduction:

This policy outlines the purpose, nature and management of assessment at Lantern Lane Primary School. Assessment complements and assists teaching and learning; it plays an integral part in informing each teacher's planning and enables the evaluation of current practice as well as pupil achievement. It ensures a whole school approach to the provision of an excellent education for all children at Lantern Lane.

Aims:

The aim of the policy is to give a clear outline of all assessment techniques at Lantern Lane, thereby ensuring that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

Entitlement:

It is the entitlement of every child at Lantern Lane to be given an education that builds on their strengths, addresses their individual needs and ensures the progression needed so that they fulfil their potential in line with the school's intent statement (see Appendix 1).

Assessment is an essential tool in the achievement of all of the above.

Roles and Responsibilities:

The Head Teacher:

- has overall responsibility for overseeing assessment practices and procedures across all key stages. This responsibility may be shared with or delegated to the assessment lead.
- is responsible for monitoring overall attainment, achievement and rates of progress of all children at Lantern Lane.
- is responsible for reporting outcomes of analysis and moderation activities to the governing body.

The Assessment Lead:

- is responsible for collecting and analysing information from class teachers. Outcomes from analysis are reported to the Head Teacher and are shared with class teachers to inform planning for learning.
- is responsible for analysing data provided from ASP (national data), the Nottinghamshire School Performance Handbook for EYFS, KS1 and KS2, Fischer Family Trust, the Reception Baseline and all information recorded by class teachers (OTrack updates).
- is responsible for ordering end of Key Stage and optional test materials and for registering children for end of Key Stage 2 tests.
- is responsible for providing Curriculum and Key Stage leaders with the relevant sources of information from which they can monitor assessment within their subject area.
- is responsible for ensuring assessment processes are in place and that staff have the appropriate skills and resources to be able to engage with these.
- is responsible for the planning & running the Data Support Meetings (taking place termly) that support staff to interpret the data and take appropriate curriculum and provision decisions.

Subject and Key Stage Leads:

- are responsible for monitoring attainment and progress for the children in their subject or key stage, in conjunction with the Assessment Lead, and using this to inform their action planning.
- share findings of analysis and moderation activities to the Assessment Lead.
- are responsible for moderating standards in each subject area or key stage and advising SMT of any concerns that they may have.
- overseeing strategies put in place for year groups, classes, groups or individuals to address any areas for development arising out of the analysis of data.

Class Teachers:

- are responsible for the assessment of the children in their care and for using this information proactively to inform planning for learning - both whole class and intervention based.
- are responsible for monitoring rates of progress and the sharing of targets to inform children of their next steps for learning.
- are responsible for updating teacher assessment judgements each term and entering them onto O'Track and/or other data management systems as appropriate.
- are responsible for engaging in moderation activities to promote consistency in the judgments made across year groups, key stages and the year as a whole.
- are responsible for administering statutory tests at the end of EYFS, Year 1 (Phonics), Year 2, Year 4 (Times TableCheck) and Year 6 and, in all year groups, end of year and mid-year progress tests as deemed appropriate.
- are expected to engage fully with the afore-mentioned Data Support Meetings.

School Governors

- are responsible for monitoring the overall performance of the school each term and annually. This duty is delegated to the Strategic Development committee.

Implementation:

Assessment is a daily part of the life of the school. Formative assessments, through monitoring of children's work and understanding of concepts, are used by teachers to inform their teaching. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are varied and include:

- ✓ to be formative, providing information for the teacher to inform next steps in the children's learning;
- ✓ to be diagnostic, providing more detailed information about an individual children's strengths and areas of development;
- ✓ to give warning if a child is falling behind so that this can be addressed as quickly as possible;
- ✓ to be summative, providing a snapshot of each child's achievements: these inform the statutory annual reporting to parents and the interim information-sharing at parents' evenings;
- ✓ to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is and strategically plan to promote continual improvement;
- ✓ to inform the children to enable them to develop their learning.

Assessment for Learning (AfL)

The Education Inspection Framework (July 2021) states,

"Teachers and leaders (should) use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners."

<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework>

Assessment for learning is a key part of our approach to teaching and learning at Lantern Lane and we follow the following principles:

1. AfL is an integral part of quality first teaching and, as such, should always be considered as part of the planning process.
2. AfL should be constructive, take account of a child's starting points and be designed to motivate a child to learn.
3. AfL should support a child to better understand how they learn and to develop responsibility for their own learning, including through self- and peer-assessment.
4. AfL is a key profession skill, the development of which requires support and training.

AfL in practice:

Linked to the desired knowledge and skills to be taught in a lesson, success criteria are shared with children, helping them support their understanding of the task and how they have achieved in the lesson. In this way, all stakeholders are clear what is intended to be taught and hence learnt. Feedback is linked to these and they are used to support children to engage in both self- and peer- assessment.

During the lesson, teachers will use observation and effective questioning to begin to assess the understanding and progress of individuals, groups and the class. At points during the lessons and/ or after the lesson, teachers take time to reflect on what the children have achieved. The information that the teachers gain from this can be used to:

- inform the next stages of learning for the group as a whole through future medium or short term planning.
- inform the need for short or longer term intervention for an individual or group of individuals;
- inform the need for more detailed, short term feedback with an individual or group of individuals before the next stages of a unit of learning

Summative Assessment: Attainment & Progress:

The school uses a range of materials to support teacher assessment. Teachers are encouraged to make their summative decisions about attainment - and hence progress - using as many sources as possible. Where test materials are used, the information gained forms one part of the assessment process. Below, there are examples of the types of materials used routinely in school:

Assessment - Test Materials & Tracking.

English-Reading:	<p>NfeR Reading Comprehensions (Y1 to Y6) - used termly from summer in Year 1 upwards.</p> <p>Reading Age/ Band Assessments using Phonics Journey Tracker; Schonell Reading Test (LKS2) and GL Assessments Reading Diagnostic Test (from Y4 to Y6).</p> <p>Phonics Journey Tracker.</p> <p>These are supplemented through the use of past SATs materials in Y2 and Y6.</p> <p>Government exemplification materials.</p>
English-Writing	<p>Interim Assessment Frameworks (based on the 2014 curriculum objectives) at Year 2 and Year 6.</p> <p>LLPS internal assessment frameworks based on the above and reflecting the objectives set out in the new curriculum for each of the other year groups (Y1/3/4/5).</p> <p>Judgements are also informed through the Government exemplification materials for Y2 and Y6.</p>
Spelling, Grammar & Punctuation.	<p>NfeR Spelling, Punctuation & Grammar Tests (Y4 to Y6) - used termly from summer in Year 1 upwards.</p> <p>Year group spelling trackers (where appropriate).</p> <p>These are supplemented through the use of past SATs materials in Y6.</p>
Maths:	<p>NfeR Maths Tests (Y1 to Y6) - used termly from summer in Year 1 upwards.</p> <p>These are supplemented through the use of past SATs materials and Interim Assessment Frameworks in Y2 and Y6.</p> <p>Government exemplification materials.</p>
Children with SEND -core subjects:	<p>Throughout school, the progress of children with special educational needs in respect of cognition and learning is tracked using a range of different materials: these include PIVATs and B-Squared.</p> <p>At the summative points, children, who are working below the standard of the national curriculum assessments (for either KS1 or KS2) but accessing teaching in a particular subject, are assessed using the relevant Pre-key stage standards.</p> <p>In the event of a child not accessing subject-specific teaching, we would use the Government's Engagement Model.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf</p>

Children in EYFS:	<p>Staff are supported to make their judgements with reference to the following documents and through a comprehensive process of moderation (see later):</p> <p>Development Matters 2021. https://www.gov.uk/government/publications/development-matters--2 Birth to Five Matters 2021. EYFS Statutory Framework 2020. https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 Lantern Lane End of Nursery Milestones.</p>
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National Curriculum assessments (SATs):

- ❖ Statutory end of key stage National Curriculum assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery [see below for administration arrangements for these].
- ❖ The Senior Leadership Team - in conjunction with the subject coordinators - review analysis of the SATs results provided by the Assessment Coordinator and considers the implications for the content and delivery of the curriculum in each key stage.
- ❖ This information is shared with the staff during staff and KS meetings. The appropriate support is given by the Assessment Coordinator and SMT/SLT to ensure the implications of the data are clearly understood - at a school, year group, class, context group and individual level.
- ❖ **Access arrangements:** for some children, especially in Year 6, it is appropriate that they receive support to access the tests and demonstrate what they have achieved. This support might include a reader, additional time, a scribe or transcription. Papers can also be modified in terms of size and font. This support should only be given if it is part of normal classroom practice and does not convey any undue advantage. The final decision as to which access arrangements are appropriate lies with the headteacher following consultation with the Assessment Coordinator, the class teacher/s and any educational professionals involved with a particular child.

At each summative assessment point:

Reception Baseline:	<p>*This is completed for each child within the first 6 weeks of starting in F2. The purpose of the assessment is to provide the starting point for a new measure that will measure how well schools support their pupils to progress between reception and the end of key stage 2 (Year 6).</p> <p>*A short, interactive and practical assessment of each child's early literacy, communication, language and mathematics skills is undertaken on a 1:1 basis by a known adult using both practical and visual resources children of that age will be familiar with.</p>
End of EYFS:	<p>*A EYFS profile is completed for each child by the teachers and other adults in school that know that child best.</p> <p>*It provides a well-rounded picture of a child's knowledge, understanding, abilities and readiness for Year 1.</p> <p>*Teachers indicate whether a child is meeting expected levels of development or not (termed 'emerging') in respect of each of the early learning goals.</p> <p>*Assessment is based primarily on the practitioner's professional knowledge and observations of what the child knows, remembers and can do day to day.</p>

	<p>*Children are assessed in 7 areas of learning and development. These include 3 prime areas (communication and language, physical development, personal, social and emotional development) and 4 specific areas (literacy, maths, understanding the world, expressive arts and design).</p>
Year 1 Phonics:	<p>*The Phonics Check is administered in school by a child's normal teacher during a designated week in June (or the following week if absent).</p> <p>*The check consists of 20 real words and 20 pseudo-words that pupils read aloud to the teacher. A pass mark is set by the DfE (normally in the region of 32).</p> <p>*Children must re-take the test in Year 2 if they did not meet the expected standard or if, for whatever reason, they did not do the test in Year 1.</p> <p>*The scores from the Phonics Check are submitted to the LA, who then submit them to the DfE.</p>
End of KS1:	<p>*Children are assessed in reading, writing and maths using teacher assessment (see above). They are reported as working below, towards, at or in greater depth within age-related expectations.</p> <p>*Tests provided by the STA are administered flexibly within school, where they are marked and interpreted by the children's class teachers - to inform the above judgements that are reported to the DfE via the local authority.</p>
Year 4 - Multiplication Facts	<p>*This formal assessment of multiplication skills takes place in the summer term of Year 4 on a day decided by the school (within a 3-week period).</p> <p>*Its purpose is to check the children's level of fluency in their recall of these key facts.</p> <p>*Using a computer or tablet, children will have 6 seconds to answer a series of 25 questions (their answers being marked instantly).</p> <p>*There will be a particular focus on the 6,7,8,9 & 12 times tables.</p> <p>*the children's scores will be shared with parents/ carers.</p>
End of KS2 - SATs.	<p>*Children sit externally produced and marked tests in English reading, English Spelling, Punctuation and Grammar and Maths during a set week in May.</p> <p>*In writing, teachers use the ITAFs (Interim Assessment Frameworks) to form a judgement, which can then be moderated at LA level to ensure consistency and accuracy of this judgement. The KS2 English writing framework contains 3 standards: working towards the expected standard; working at the expected standard or working at greater depth. Pupils who have not completed the programme of study or are not yet 'working towards the expected standard' should be assessed using the pre-key stage standards</p> <p>*Science is also assessed using teacher judgement (supported by the Science Assessment Framework): children are either meeting the age-related standard in science or they are not.</p> <p>*In the tests, the children are awarded a raw score which is converted to a scaled score (to facilitate comparison of performance from year to year).</p> <p>*A scaled score of 100 is considered as the benchmark for children meeting the expected standard (with 110 the benchmark for working at greater depth).</p>

	*This scaled score is used to assess the degree of progress made by each child.
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Teacher Assessments – Summative Points.

In EYFS, a portfolio of evidence is gathered throughout the F1 and F2. This consists of paper-based evidence; photographic evidence, and a sequence of written observations that are collated using Tapestry (which also allows contributions from parents and carers).

Year 2 and year 6 teachers set a range of work to enable them to make ongoing teacher assessments of the children's attainment.

In Year 6 predominantly, some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils and the children become accustomed to the process.

Teachers use the results from this work and the information stored in their assessment folders to decide the children's levels of attainment. The year group teachers concerned make these judgements, with advice from the subject co-ordinators, their KS Lead, SLT and Assessment Co-ordinator.

All judgements can be moderated externally by the LA team; this moderation will take place at least every 4 years and may be sooner if there are staff changes or other concerns arise.

Consistency of judgements:

The consistency of teachers' judgements about standards is critical if decisions are to be viewed as reliable.

Teachers will often discuss sources of evidence with subject co-ordinators and other colleagues to clarify judgements when making teacher assessments.

Under the new curriculum, the assessment is based on a **secure fit model**; this means for a child to be meeting age related expectations (thereafter ARE), there must be evidence of each objective being met on a number of occasions and independently.

Moderation activities will take the form of:

- Regular discussions between teachers within a year group (including providing support for less experienced staff).
- Staff meetings and phase meetings where teachers are given the opportunity to moderate judgements made based on books and test outcomes.
- Senior leaders reviewing judgements as part of the overall monitoring and review cycle.
- Staff from Foundation Stage attending regular network meetings.
- Review of judgements during ECT and RQT support programmes.
- Family Of Schools moderation.
- Local authority moderation.

Records

- All class teachers have assessment records for their class. Assessment is based on a balance of observation made by staff, planned assessment activities, participation in guided activities and marking.
- Records of end of unit/half term assessments, formative assessments, SATs results, and teacher assessments (TAs) are kept in the class assessment folders. The SATs results and TAs are duplicated in the school's results/tracking data base (OTrack).
- Records of reading at home and in school are kept for each pupil in their School Partnership Book.
- The progress of children receiving extra support is monitored by the member of staff delivering the support and the class teacher. Teaching assistants and class teachers report on assessment outcomes to the SENCO where children are on the SEN Register. Teachers update information using individual and class provision maps. For children working at School Action Plus, teachers record interventions and support on a provision timetable.
- The above records enable the class teacher to assess the progress made by each child and are an important part of the formative assessment needed for future planning.
- The pupil end-of-year written report is filed in the pupil's School Record and is available for reference.

Records will be passed onto the next teacher/ school at the end of the academic year, including:

- End of unit/half term assessments in core subjects;
- Formal test results;
- Next steps targets in English and Maths.

Tracking Progress and Analysing Data

At LLPS, we use O'Track to monitor children's progress. Information on children's attainment is provided termly, allowing the Assessment Co-ordinator to evaluate progress, informing school, year group and class priorities.

Where individuals and/ or groups are not making expected progress, teachers will plan and evaluate different intervention to address this.

Support is given through the regular dialogue provided by Data Support Meetings, where each year group meets termly to discuss progress with the Assessment Lead, who can advise on actions and use the information gathered to inform the process of school improvement.

Teacher Assessment information is collected termly for Reading, Writing and Maths and rates of progress are calculated based on whether they have maintained their attainment level or moved to an attainment level below or above.

For example, a movement from meeting in Y3 to meeting in Y4 is considered to be good progress. If a child moves from meeting in Y3 to greater depth or working towards to meeting, this would be considered better than good progress. A movement to a lower attainment level would be considered less than good progress and that child - and the support given them - would be monitored closely by SMT (Senior management team).

NOTE: The timescales for and further details of all these tracking and monitoring activities can be found in Appendices 1 & 2.

Equal Opportunities

Assessment plays an integral part in identifying the individual needs of all children, thereby ensuring that these are met in the most appropriate manner.

Special Educational Needs:

When assessment indicates a child may have special educational needs, the SEN co-ordinator is informed and the child's progress is carefully monitored. Please refer to the SEND policy for further details.

Making accurate assessment judgements is vital to ensuring appropriate targets are set for children on the SEN register. School uses PIVATS and B-Squared to track progress and targets can be based on these or other toolkits related to a child's specific needs.

Reports to Parents

Parents receive a written report at the end of each academic year. In KS1 and KS2, this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum, including physical, personal, social skills, attitudes and RE. SATs results are included in the reports of children in years 2 and 6 and teacher assessment levels in Years 1, 3 4 & 5.

Parents of children in F2 classes receive a report based on the Early Learning Goals.

The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. Parents receive a copy of their child's targets and a report on progress and attitudes to learning.

Meetings are held to review the progress of children on SEND register termly and are attended by parents, teaching staff and staff from other (external) support services that are working with the child (where appropriate).

Monitoring of Assessment Policy

The assessment policy will be reviewed every 3 years. The review will be undertaken by the SMT and assessment co-ordinator, and by governors (Strategic Development Committee).

Appendix 1

Assessment Cycle At Lantern Lane.

Appendix 2

Statutory Assessments and Reporting to Parents.

Appendix 3 - Example of School Report Forms

Appendix 1: Assessment Cycle at Lantern Lane.

Month:	Action by Assessment Coordinator:	Action by Head teacher/ SMT/KS Coordinators/ Subject Coordinators:	Action by class teachers:
June:	<p>Phonics Screening takes place in Y1. Preparation for moderation visits - if required.</p> <p>Teacher assessment levels submitted to the DfE for EYFS (Foundation Stage Profile); Y2 and Y6.</p>	<p>Preparation for external moderation visit - if required. Moderation takes place in Y2 and Y6 within LLPS and within the family of schools as appropriate. End of year reports checked by Head teacher.</p>	<p>Teacher assessment levels agreed for children in Y2 and Y6. Teachers prepare end of year reports for parents.</p>
July:	<p>KS2 data from SATs received in school. Initial analysis of performance at summative points undertaken and shared with Head teacher, SMT & subject coordinators.</p> <p>Analysis of Y1,3,4 and 5 undertaken, leading to the end of year reports being written based on our internal assessment data.</p> <p>Summer intervention programme analysed.</p>	<p>Initial analysis undertaken for their key area in Y2 and Y6. Initial analysis undertaken for their key area across the school, as appropriate.</p> <p>Data analysed by coordinators to begin to inform their action planning for the forthcoming year.</p> <p>Preliminary decisions made about the SIP/ KS Lead action plans for the forthcoming year.</p>	<p>End of year assessment levels submitted to 'O' Track for all children at LLPS. Attainment/ progress information about children passed on to their new class teachers during the transition process.</p> <p>Provision during the year evaluated at year group level - using Intervention Trackers (and these are submitted to Assessment Lead/ SLT).</p> <p>End of year reports sent to parents - together with KS1 and KS2 SATs results.</p>
September:	<p>Data reports showing attainment and progress are finalised for the whole school - and for individual year groups (based on summative data and internal data).</p> <p>Data shared with SLT, KS Leads and core subject leads.</p> <p>Prepares for Data Support meetings.</p>	<p>Based on the data provided by the Assessment Lead... SIP priorities are finalised. KS Leads finalise their action plans for the Autumn term. English & Maths Leads finalise their action plans.</p>	<p>Class teachers analyse data to inform in-class and intervention decisions for both groups and individuals.</p> <p>DATA SUPPORT MEETINGS ARE HELD (to support the above).</p> <p>Intervention trackers are submitted to Assistant Head together with class provision overviews. Individual provision timetables for SEND children are submitted to SENDCo.</p>
October:			<p>Interim assessment undertaken before half-term to inform on-going teacher assessment.</p>

November:	Assessment Reports finalised following results being published by government on ASP.	Final discussion of data outcomes in SMT. Adjustments made to action plans at school, KS and subject level (if appropriate).	Teachers hold interim parents' evening to discuss the attainment and progress of the children.
December:	Autumn data reports downloaded from 'O'Track. Pupil Progress Trackers updated. Following reports generated: Whole school overview of attainment; Attainment for context groups including disadvantaged children. Progress overview for the Autumn term, outlining how many children are making good; better than good, or less than good progress. Context group reports for individual year groups.	Data analysis shared with Head teacher, SMT and Coordinators as appropriate. Action plans and SIP updated as appropriate.	Further formal assessments undertaken to inform teacher judgement. Current performance data for all children uploaded to 'O'Track.
January:	Autumn intervention programme analysed. Evaluation shared with SLT & SMT. Prepares for data support meetings.	See above - December.	Class teachers analyse data to inform in-class and intervention decisions for both groups and individuals. DATA SUPPORT MEETINGS ARE HELD (to support the above). Intervention trackers are submitted to Assistant Head together with class provision overviews. Individual provision timetables for SEND children are submitted to SENDCo.
February:			Interim assessment undertaken before half-term to inform on-going teacher assessment
March:			Teachers hold interim parents' evening to discuss the attainment and progress of the children.
Pre-Easter	Autumn data reports downloaded from 'O'Track. Pupil Progress Trackers updated. Following reports generated: Whole school overview of attainment.	Data analysis shared with Head teacher, SMT and Coordinators as appropriate. Action plans and SIP updated as appropriate.	Further formal assessments undertaken to inform teacher judgement. Current performance data for all children uploaded to 'O'Track.

	<p>Attainment for context groups including disadvantaged children.</p> <p>Progress overview for the Autumn term, outlining how many children are making good; better than good, or less than good progress.</p> <p>Context group reports for individual year groups.</p>		
Post-Easter	<p>Spring intervention programme analysed.</p> <p>Evaluation shared with SLT & SMT.</p> <p>Prepares for data support meetings.</p>	See above (pre - Easter)	<p>Class teachers analyse data to inform in-class and intervention decisions for both groups and individuals.</p> <p>DATA SUPPORT MEETINGS ARE HELD (to support the above).</p> <p>Intervention trackers are submitted to Assistant Head together with class provision overviews.</p> <p>Individual provision timetables for SEND children are submitted to SENDCo.</p>
May	Preparation for external moderation visit - if required.	<p>Preparation for external moderation visit - if required.</p> <p>Moderation takes place in Y2 and Y6 within LLPS and within the family of schools as appropriate.</p>	<p>SATs testing undertaken in Y2 and Y6.</p> <p>Moderation undertaken within teams and with Coordinators/ SMT as required.</p>

Appendix 2: Judgements reported to parents and the language used (Explanation).

<p>End of Foundation Stage:</p>	<p>For each of the Early Learning Goals, a judgement will be made as follows: *not yet reaching expected levels ('emerging') *meeting 'expected' levels of development A child is considered to have achieved a Good Level of Development if they have met: "the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and English."</p>
<p>End of Y1:</p>	<p>The score for the Phonics Check will be shared with parents together with an indication of whether this represents a pass or not.</p>
<p>End of KS1:</p>	<p>The outcomes for children will be reported as follows:</p> <ul style="list-style-type: none"> • working towards the expected standard; • working at the expected standard; • working at greater depth within the expected standard; • Working below expected standard - at the foundations to the key stage or using the Engagement Model.
<p>End of Y1/3/4/5:</p>	<p>For each of the core subjects and science, a judgement will be made as follows:</p> <ul style="list-style-type: none"> - working below the year group objectives, meaning that the child will be being exposed to the year group objectives (with appropriate support) but generally working independently at objectives for a lower year in school. - Working towards the year group objectives, meaning that some but not all the objectives are being met independently. - Working at the expected standard, meaning that they are independently able to meet ALL the objectives relating to their year group. - Working at greater depth within the year group objectives, meaning they can apply their skills independently in a wide range of contexts.
<p>End of KS2:</p>	<p>SATs results will be released, confirming the standardised score and whether this mean your child is meeting age-related expectations or not. 100 is the benchmark for your child to be considered meeting age-related expectations whilst 110 suggests that you child is working at greater depth within those standards.</p> <p>As well as receiving KS2 SATs results, at the end of Year 6 you will be told your child's teacher-assessment results for reading, writing, mathematics and science. The teacher-assessment result codes you can expect to see are:</p> <p>GDS: Working at greater depth within the expected standard (for writing assessment only)</p> <p>EXS: Working at the expected standard</p> <p>WTS: Working towards the expected standard (for writing assessment only)</p> <p>HNM: Has not met the expected standard (reading and maths assessment only)</p> <p>PKG: Pre-key stage, growing development of the expected standard (the child is working at a lower level than expected)</p> <p>PKF: Pre-key stage, foundations for the expected standard (the child is working at a significantly lower level than expected)</p> <p>A: Awarded if the child was absent</p> <p>D: Awarded if the child is dis-applied (has not been been tested at KS2 level)</p>

Appendix 3: Example of interim reporting forms.

Autumn Targets				
Name:		Date: Nov xxxx		
General Comment including effort				
Effort	English	H	Maths	H
English targets				
<p>W: I can use different verb forms accurately. R: I can explain some of the language which the writer chooses.</p>				
<p>Indicated below is where we believe your child will be by the end of the year, against the age related expectation in the National Curriculum*</p>				
	Below	Working towards	Meeting	Exceeding
Attainment		W*	R	
Maths targets				
<p>I can improve my recall of the multiplication facts up to 12 x 12. I can use my knowledge of place value in large numbers to solve problems.</p>				
<p>Indicated below is where we believe your child will be by the end of the year, against the age-related expectation in the National Curriculum*</p>				
	Below	Working towards	Meeting	Exceeding
Attainment				
Parent Comment				

Appendix 4b: Extracts from end of year reporting format.

Summary of scores / levels

Date of levelling: June 2016

	Reading	Writing	Maths	Science
er Assessed	Meeting	Exceeding	Meeting	Meeting
	H	H	S/H	S/H

Written comment on Core subjects:

Core Subjects:

English:

X is a confident and expressive reader, who has engaged successfully with a range of both fiction and non-fiction texts during the year. On many occasions, during guided reading sessions, he has impressed me with his perceptive comments on the content and presentation of a writer's ideas. He is able to retrieve information easily from texts - be this to comment on the characters and events or to make a prediction about what happens next. An area of development in this regard has been that he can increasingly draw conclusions from implied details, not just those clearly stated.

X is a very strong writer and has begun the journey this year towards being an outstanding one. Writing is arguably the area of the curriculum where X has worked the hardest in Year 6 and made the most progress; as a consequence, he is now working at greater depth within the Year 6 standards.

X has a sophisticated range of language, which he has used with increasing precision (throughout Year 6) to achieve different effects. Complementing this is his command of the different grammatical structures and complex punctuation. He clearly understands the need for multi-clause sentences to explain complex concepts or to describe in detail, whilst using shorter constructions to attract attention or make a clear point.

Maths:

Taking full advantage of all the help on offer, X has made very pleasing progress in maths this year, of which he is rightly proud. As a result of this, he is now securely meeting the Year 6 objectives. It has been a pleasure to see his confidence and determination grow when tackling the many challenges set for him over the year.

His understanding of place value has strengthened - both with large whole numbers and decimal numbers - and he has used this to calculate with accuracy and increased fluency. In addition, he has impressed me with her ability to grasp the many concepts taught in respect of fractions. He can now work confidently with fractions across all four operations, even when mixed numbers are included. Yet another vital area of development has been in his ability to choose the correct approach and method to solve increasingly complex problems. Throughout the year, we have had a focus on breaking complex problems down into more manageable steps; this has really helped him as has representing a problem through pictures or a bar model.

Written comments in respect of strengths in the Foundation subjects:

Foundation subjects comments

An excellent sportsman, X has performed extremely well across the range of disciplines this year but has excelled in both games and athletic activities. In sprinting in particular, he demonstrates significant speed and control whilst he also utilises his strength effectively in a range of throwing events. With a strong competitive drive, he applies a range of strategies to work effectively in team ball games, overcoming the opposition using these and his secure control of the ball. As the year has progressed, he has shown an increasing willingness to support others in refining their skills, recognising the positive impact this has on the team performance. This area of his development has been particularly pleasing.

In addition, X thoroughly enjoys - and demonstrates many skills - in ICT. Working incredibly hard, both inside and outside school, he produced an outstanding blog based on the Rugby World Cup. He had a very keen sense of his audience and was able to effectively select and combine different media to address their needs. With an intuitive understanding of the process of programming and de-bugging, he managed to lead his group to produce a complex, innovative version of a maze game based on the story of Theseus and the Minotaur.

In design technology tasks, X understands how to develop a product specification; test certain techniques and refine designs in response to these outcomes. At times, he has not been able to finish his product to the standard required to match his ambitious ideas, although this was definitely not the case in our project to build a wooden Parthenon

