

Policy Name:	Assessment Policy
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Signature of Head Teacher:	Joanna Goman
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Assessment Aims

At Greatham Primary School, we ensure that all children have equal access to all aspects of the school curriculum regardless of gender, race, religion or ability. We are an educationally inclusive school where the learning, teaching, achievements, attitudes and well-being of every young person matter.

Rationale

Assessment is a continuous process which provides information on individual pupil experience and achievement, identifying what the pupil knows/understands and can do, leading to direct action by the teacher to improve learning.

- Assessment underpins all aspects of learning.
- Assessment provides information to guide future learning and is a basis for reporting to parents.
- Assessment data is integral to the Performance Management Cycle.

Assessment Cycle

Here is the diagram for explaining the assessment cycle at Greatham.

Autumn term

July/ Sept	Mid Term	End of term	End of term
Transition work and interventions	Discussions about pupils	Pupil progress meetings	Data analysis and agreement of actions
Interventions			Adaptations to strategic plan
Professional development by subject leaders Monitoring by subject leaders- impact of intervention		Testbase assessments years 2-6	Data analysis and agreement of actions Presentation to governors
Year R Baseline Assessment			
Performance management observation	Performance management meetings	Teachers to complete tracking document.	Meeting with parents

Spring term

January	Mid Term	End of term	End of term
Transition work and interventions	Discussions about pupils	Pupil progress meetings	Data analysis and agreement of actions
Interventions			Adaptations to strategic plan
Professional development by subject leaders Monitoring by subject leaders- impact of intervention		Testbase assessments for years 2-6	Data analysis and agreement of actions Presentation to governors
Performance management observation	Performance management meetings	Teachers to complete tracking document.	Meeting with parents

Summer term

April	Mid Term	End of term	End of term
Transition work and interventions	Discussions about pupils	Pupil progress meetings	Data analysis and agreement of actions
Interventions			Adaptations to strategic plan
Professional development by subject leaders Monitoring by subject leaders- impact of intervention		Testbase assessments for years 2-6	Data analysis and agreement of actions Presentation to governors
	Class teachers input national data as required by the DfE	Class teachers to complete school tracking document.	Annual report to parents

Assessment Procedures KEY STAGES 1 and 2

The school uses the Hampshire Assessment Model (HAM) assessment statements to assess children. There are 3 summative assessment points each year where teacher's day to day teaching and assessment is drawn upon to make an overall judgement. The assessment system is NOT a best fit model; children must be able to attain at the expected level in all of the assessment statement. **Summative Assessment points = beginning of December, middle of March and middle of June.**

The HAM is broken into 3 phases. Assessment at each phase builds on the previous phase with the aim of ensuring that children practise and/ or deepen learning rather than accelerating it. At all times, we aim for children to be working at age related expectation or above. In order for a child at Greatham to be classed as working at age related expectations or above the following must be achieved:

At assessment point 1 (December), children should be achieving all of the HAM phase 1 statements at an apprentice level (with some scaffolding/support) **PLUS some at a competency level** (performing skills correctly most of the time with limited support)

At assessment point 2 (March), children should be achieving HAM phase 1 statements independently (applying the skills consistently with no adult support) and HAM phase 2 statements at a competent level **PLUS** several of the HAM phase 3 statements.

At assessment point 3 (June), which is the end of year assessment, pupils should be securely achieving all assessment statements for their year group.

How children receive overall grade

In the HAM each of the core subjects (maths, reading and writing) is separated into domains (see Appendix A). Attainment for each child in each of the domains that make a core subject will be recorded as well as their overall outcome. At each assessment point, summative data is recorded on the school's assessment tracking document (see Appendix B).

At each assessment point children will be assessed as reaching:

- WTS = working towards age related expectations (year 1 – year 6)
- EXS = at age related expectations (year 1 – year 6)
- GDS = working at greater depth (year 3 – year 6)
- Potential for GDS in the future (year 2 summer term)

The overall outcome is NOT a best fit model- in order to be working at age related expectation overall, children must be successfully attaining within each domain. The formula for making these judgements is as follows:

WTS in any domain= WTS overall (year 1 – year 6)

EXS in all domains= EXS overall (year 1 – year 6)

GDS in 3 domains PLUS EXS or higher in the other domains= GDS overall (year 3 – year 6)

In addition, all classes will have worksheet that will provide a combined overview of attainment across the core subjects.

Domains List:

Reading domains

- Word reading
- Comprehension – clarity
- Comprehension – Monitor and summarise
- Comprehension – Select and retrieve
- Comprehension – Respond and explain
- Inference
- Language for effect
- Themes and conventions

Writing domains

- Transcription
- Handwriting
- Composition – composition and effect
- Composition – text structure
- Composition – sentence structure
- Vocabulary, grammar and punctuation

Mathematics domains

- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Measurement
- Geometry – properties of shape
- Geometry – position and direction

Below is a diagram of the phase model:

September- start of December (Phase 1)	Start of December to mid-March (Phase 2)	Mid-March to mid-June (Phase 3)
		Securely attaining all phase 1, 2 and 3 statements. Showing accuracy, versatility and resourcefulness in a range of contexts
	Apprentice level in phase 3 statements.	
	Competent in all phase 2 statements.	Secure in all phase 2 statements
Apprentice in ALL phase 1 statements and competent in many	Independently working in phase 1 statements	
Previous year's ready to progress criteria revised and securely embedded.		

Below is a diagram of a year group's learning objectives broken down into Phases:

Year 3 - Maths

Year 3	Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry Properties of shape
Autumn	count from 0 in multiples of 4; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) identify, represent and estimate numbers using different representations	add and subtract numbers mentally, including: a three-digit number and ones estimate the answer to a calculation and use inverse operations to check answers Statistics: interpret and present data using bar charts, pictograms and tables	recall and use multiplication and division facts for the 3, 4 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know using mental strategies	count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts recognise, find and write fraction of a discrete set of objects; unit fractions compare and order unit fractions, and fractions with the same denominators	measure, compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money tell and write the time from an analogue clock, and 12-hour use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight Statistics: interpret and present data using bar charts, pictograms and tables	draw 2-D shapes and make 3-D shapes using modelling materials; identify right angles; identify horizontal and vertical lines
Spring	count from 0 in multiples of 4, 50 and 100; find 10 or 100 more or less than a given number compare and order numbers up to 1000 read and write numbers up to 1000 in numerals and in words	add and subtract numbers mentally, including a three-digit number and tens add and subtract numbers with up to three digits	recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise and use fractions as numbers: unit fractions recognise and show, using diagrams, equivalent fractions with small denominators compare and order unit fractions	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators add and subtract fractions with the same denominator within one whole. (e.g. $5/7 + 1/7 = 6/7$)	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) add and subtract amounts of money to give change, using both £ and p in practical contexts know the number of seconds in a minute, year and leap year	recognise angles as a property of shape identify right angles; recognise that two right angles make a half-turn.
Summer	Count from 0 in multiples of 4, 8, 50 and 100	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	recall and use multiplication and division facts for the 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental strategies and formal methods	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators add and subtract fractions with the same denominator within one whole. (e.g. $5/7 + 1/7 = 6/7$)	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events, for example to calculate the time taken by particular events or tasks	recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles; recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Expectations of greater depth activities (GDS) will involve:

Pupils who are 'able to evaluate, generalise, predict, create, imagine or reflect on a taught objective'. At assessment point 1, this will be to an apprentice level and will require adult modelling. At assessment point 2, this will be at competency level and may require some support and by the end of the year this needs to be achieved independently.

Formative Assessment (day to day)

- Continuous assessment for learning e.g. questioning, observations, discussion, marking and pupil conferencing
- Frequent opportunities for talk for learning and time spent at the end of each session reviewing key learning and how these link to prior and future learning
- Comments on assessment noted on planning and used to inform future sessions
- Marking that reflects success criteria that can also be undertaken with children

Assessment Process in the Early Years- Please refer to appendix C for further information

- The year R statutory baseline will be completed within the first 6 weeks of a child starting school. This is completed using the DfE online baseline tool.
- Throughout the year, ongoing assessment is undertaken through observation of the children. In addition, children's learning may be recorded in their learning journals. This learning journey is an online program called Tapestry.
- At the end of year R, children's final level of development is recorded against the Early Learning Goals (there are 17).
- Assessment in the early years is best fit and therefore children do not need to be fully competent in the areas of learning.

Pupil Progress Meetings – Please refer to appendix A for details

At each assessment point, pupil progress meetings will be held. Teachers will present data pertaining to their class to the SLT (senior leadership team), showing how they have supported pupils to make progress and what changes will be made to the environment, role of adults and curriculum, in order to continue to support children to make progress. At half termly intervals, discussions will take place to ascertain whether previously identified pupils who are not at EXS (expected standard), are now on track or whether additional support is necessary. Teachers will be responsible for planning this.

Whole school moderation will take place at least termly to ensure teacher assessment is accurate across the school and to foster a culture of trust.

Progress of children on the SEN register

Children on the SEN register are part of the whole school tracking system. However, their progress is also tracked through their achievement against personal targets.

Class teachers will be responsible for writing and reviewing children's Personal Learning Plans (PLP). Pupils will be monitored through each phase looking at their progress against their targets. Targets are should be smart and achieved on a 4 weekly basis leading to approximately 9 targets over the school year. In addition, children on the SEN register undertake an end of term standardised reading and spelling assessment to support analysis of need and understanding of progress.

Cross Reference SEN Policy and SEN Report

How to assess

Any assessment must allow the pupils to have the best opportunity to show what they know, understand and can do. Therefore:

- Assessment should take place in a normal supportive environment.
- The circumstance in which assessment takes place should be familiar and not threatening.
- All children will have equal access to the work being assessed.
- Children must clearly understand what is being required of them.

- Testbase testing will take place each term so children are familiar with process.
- Testing will occur in test conditions where pupils will work independently without support from an adult, except reading questions in maths tests.

Consistency in standards

Consistency in standards is achieved through:

- Core tracking documents completed by all staff in KS1 and KS2.
- End of Phase documents completed by all staff at the end of each 10-week cycle.
- Non-Core Subjects being assessed half-termly by class teachers.
- Non-Core Subjects being monitored termly by subject leaders.
- Subject leaders and SLT monitoring assessment records.
- Subject leaders carrying out work scrutiny and pupil interviews.
- Class teachers analysing and discussing assessments with each other and involving subject leaders if appropriate.
- Storing all assessment data on school tracking system.
- Termly whole staff moderation meetings and cluster meetings with other schools as appropriate.
- Attendance at county moderation meetings and/ or standardisation events.

Record Keeping

Records will be maintained for all pupils in each subject. Early Years assessments are recorded on individual tracking sheets.

In Key Stage 1 and 2 each class has a class tracking grid for Reading, Writing and Mathematics. The grid is completed in September (to transfer data from the previous class and establish initial actions), December, March/ April and July.

This information is recorded on an Excel tracking system so that a child's progress can be monitored from Year 1 to Year 6. The assessment manager will analyse data in order to track the progress and attainment of all children as well as vulnerable groups (boys, girls, EAL, disadvantaged children, higher achievers, traveller) at end of phase intervals and report to the Headteacher.

The Headteacher and senior leaders and subject leaders will meet with class teachers to discuss progress and future action at the end of every milestone. These are called pupil progress meetings. Teachers will annotate a tracking sheet for their class before every pupil progress meeting. This document supports grouping of pupils and enables the pitch of the lesson to be suitably challenging.

Non-core subjects are assessed at the end of each unit either half termly or termly depending on the length of the unit of work. The assessments focus on the individual skills, for each subject, from the subject skills matrices. Assessment takes place through both child initiated and adult led activities.

Foundation Stage assessment is ongoing throughout the year and results are collected in Learning Journeys. Assessment takes place through both child initiated and adult led activities.

End of key stage assessment

The Assessment Manager will read and report on the ARA each year to ascertain school responsibilities in undertaking statutory tasks and tests.

EYFS

- Teacher assessment will be used to judge children's level of attainment internally then moderated with pupils in other settings. A final judgement about whether a child has met a good level of development will be made and reported on.

KS1

- Tasks and tests will be used to support the teacher's judgement. KS1 test results and overall teacher assessment results will be shared with parents.

MTC

- The MTC online tool will be used to assess children's knowledge of multiplication tables.

KS2

- Attainment in writing is through teacher assessment.
- National Tests will provide the level of attainment in reading and mathematics and spelling and punctuation.

The Head Teacher and Governing Body have specific duties (see Assessment and Reporting Arrangements) for all reportable tests and assessments.

How we keep records

Every child has an official document folder that is stored securely in the office containing: -

- Registration Form
- Ethnicity Form
- Medical Form
- Photo/ media coverage form
- Medical Reports
- School Reports
- Reports from external agencies
- Nursery transfer files
- Records from other schools and nursery
- End of Year R results
- End of Key Stage results
- SEND information
- Formal complaints

Reporting

Aims of reporting:

- To formally capture and communicate achievement against age expectations of the national curriculum.
- To formally capture and communicate a child's attitude to learning.

Our reports are based on continual teacher assessment and classroom observation and will culminate in an end of year written report for every child in the school.

In Autumn and Spring terms, parents receive half-termly updates on their child's progress. This alternates between a parent interview and a short report that is sent home sharing attainment in the core areas (reading, writing and maths). In the summer term, parents will receive a larger end of year report that will report on the whole curriculum.

Data from statutory testing will be reported to parents. KS2 SATs results, end of KS1 test results, Year 1 phonics screening and Year 4 MTC will be shared alongside children's final report.

Year 2 – end of KS1 SATs results table as shown below.

Subject	Scaled score
Reading	
Maths	
Spelling, grammar and punctuation	

Scaled scores

Scaled scores are used to report the results of the Key Stage 1 tests. They allow results to be compared fairly from year to year.

- A score of 100 represents the expected standard for the end of Year 2.
- A score of 100 or above means your child has met the expected standard.
- A score of below 100 means your child has not yet met the expected standard.
- The highest possible scaled score is 115.
- The lowest possible scaled score is 85.

These results form part of the overall assessment information used by the school to support your child's learning and progress.

Transition

When children transfer from one setting to another, or across classes, appropriate records need to be forwarded. This information varies depending on the class / key stage and is listed below:

From one-year group to another:

- Assessment tracking documents
- Non-core document including key transition information about each child and their background
- Phonics assessment data
- Reading records
- Curricular targets via end of year academic report
- Personal notes/ records
- Current books e.g. literacy, mathematics, art

From GPS to parallel settings:

- Personal notes/ records
- Current books- literacy, mathematics, art

Marking Policy

Marking must be meaningful and lead to Pupil Progress.

Aims - At Greatham Primary School we believe that the purpose of marking is to support pupil progress by helping them learn from their mistakes. Marking should also enable effective teacher assessment and lead to accurate pitch in subsequent lessons. The impact of our marking policy will be to:

- increase pupil progress in learning;
- ensure the highest standards of achievement and presentation;
- achieve a consistent and clear dialogue between pupil and teacher;
- ensure consistency throughout our school; and
- actively involve the pupil in taking responsibility for self-evaluation.

Greatham Primary School Characteristics of effective feedback:

- specific, accurate, and clear (for example, 'You have made good use of adjectives to describe the scene' rather than 'Your writing is getting better');
- compares what a pupil is doing right now with what they have done wrong before (for example, 'Your use of speech marks is much more accurate than before');
- encourages and supports further effort by helping pupils identify things that are hard and require extra effort (for example, 'You need to put extra effort into your editing to improve your spelling');
- gives feedback sparingly so that it is meaningful; and provides specific guidance on how to improve rather than just telling pupils when they are incorrect.

What will our marking ALWAYS look like?

Date and title must always be correctly written and marked in pink if incorrect. Must be underlined. Children must have chance to correct these in green.

High frequency words (age related) must always be correctly written. Highlight, in pink, a maximum of 3 that are wrong. Children must always have chance to correct these in green. Repeated mistakes of the same words must not be tolerated. Use a post-it-note on each page to remind the child how to spell it.

Learning objectives should always be recorded on children's work and must be dotted in pink or yellow to indicate a child's achievement against them.

Commanding dialogue / VF (verbal feedback) as needed.

Non-core marking will be as above PLUS - misconceptions will be corrected

Core subjects

A decrease in specific guidance about areas to improve towards a more general (but still commanding) level of guidance throughout the year. For example:

- October- *'improve the adjectives black and big so that they help the reader to see a picture of the giant'*
- June- *'improve the adjectives in this writing'*

Learning objective (which may be on a sticker) 'dotted' with highlighter pen (yellow for achieved and PINK for 'needs more practise').

Reference to SEN work where a pupil undertakes an intervention programme with an LSA.

Level of support evident (T - teacher support, LSA - LSA support OR nothing written- no support).

Initials of the adult who led the lesson UNLESS it is the normal class teacher in which case there will not be any initials.

VF indicated for verbal feedback (if provided) PLUS bullet points from the conversation.

Red pen for teacher comments, purple pen for LSA or student teacher comments and green pen for pupil comments for editing by pupil prior to teacher.

Opportunity for pupil to respond to comments/ make corrections and learn from mistakes (usually at the start of a new lesson) which will be re-checked by the adult to ensure that misconceptions have been removed.

A maximum of 3 key spellings for the pupil to correct that are key to the learning PLUS any of the spellings that were provided (indication of spellings to correct will graduate from highlighted in pink to 'S' in the margin at a stage appropriate point to enable self-editing).

English specific:

- commanding dialogue marking (if appropriate, which will be often); and
- highlighter pen within written pieces demonstrating the pupil's attainment against the learning objective.

Maths specific:

- all answers marked with highlighter; and
- modelled reworking of problems/ calculations if appropriate.

Wider curriculum specific:

- commanding dialogue when a pupil has a clear misconception. Otherwise, dialogue marking is not expected although work MUST be checked.

Expectations of presentation in addition to subject specific non-negotiables:

- additional paperwork trimmed and stuck in neatly;
- date underlined (KS2);
- title underlined (KS2);
- blue Berol pen used by the pupil in English (when handwriting is at an appropriate level) and pencil in mathematics; and correct spelling of key vocabulary and focus spellings.

Appendix 1 Pupil progress format

DISCUSSION AROUND:

1. Impact of previous actions
2. Overall combined against national
3. Individual subjects against national
4. Individual subjects against last milestone- who has made progress and who has not
5. Individual subjects against last key stage- who is not on track
6. Progress of SEN and PP children (recorded on registers and not in this doc)

We then conclude where the weaker strands are and summarise the following:

- Key indicators
- Implications for teaching (adjustments to environment, adults and curriculum)
- Implications for leaders

Year 2 – Phase 3 Analysis		
Indicator	Implications for teaching and learning	Implications for leadership and management
Attainment is broadly in line with national standards for ARE and above for GDS. Attainment in maths is the strongest strand. Attainment is significantly below national for combined RWM- most children who have not achieved this are not secure in 2 or more of the 3 strands. Only 3 children are missing attainment within 1 strand.	Adjustment to environment <i>Incorporate phonics display to be used to support children daily.</i> <i>Include images of colourful semantics on tables where children are using it- to act as a permanent reminder about good sentence structure.</i> Adjustment to the role of adults <i>Deliver daily phonics intervention for two children to ensure levels are maintained.</i> <i>Deliver weekly pre-teaching- vocabulary, stories and number facts.</i> Adjustment to the curriculum experiences <i>Complete a daily arithmetic challenge- 4 in 4 to ensure children are experiencing abstract opportunities.</i> <i>Further enhance inclusive practice.</i> <i>Incorporate greater opportunity to retrieve when reading.</i> <i>Shorten learning journeys in English and increase writing opportunities using colourful semantics.</i> <i>Use Y2 SATs papers for first half of term to support reading.</i>	<i>Ensure strategic use of adults is actioned as part of strategic plan.</i>

Appendix B How to use the Assessment Program in key stages 1 and 2

The screenshot displays a large Excel spreadsheet with columns A through Z. Key sections include:

- Columns A-D:** Student identification (Name, Gender, Other, EYF outcome).
- Columns E-L:** Subject-specific scores for Reading, Writing, and Maths across different assessment points (e.g., gds, wts, exs).
- Columns M-N:** Overall outcome and accelerated progress indicators.
- Columns O-S:** Paper 1, Paper 2, Total, and Scaled score.
- Columns T-Z:** Summary data and additional metrics.

On the right side, two summary tables are highlighted in yellow:

	WTS-EXS	EXS	GDS
All	7	23	23
Boys	17	3	11
Girls	13	1	11
SEN	2	1	0
DADV	3	0	2
EAL	1	0	1

	WTS-EXS	EXS	GDS
All	7	23	23
Boys	17	3	11
Girls	13	1	11
SEN	2	2	0
DADV	3	1	2
EAL	1	0	1

Children's progress will be tracked using the Excel Core spreadsheets across the three core subjects: reading, writing and mathematics.

Each worksheet contains key information about the children, including whether they are:

- On the SEN register
- Eligible for Pupil Premium (PP)
- Identified as having English as an Additional Language (EAL)
- Members of the Gypsy, Roma and Traveller (GRT) community

The worksheet also includes each child's end-of-Reception outcome. A score of 2 indicates that the child achieved a Good Level of Development (GLD), while a score of 1 indicates that GLD was not achieved. This information is displayed in the blue section of the spreadsheet. We understand that this is not officially considered to be used to measure a child's progress, however, it is a useful indicator.

For reading, writing and mathematics, children are assessed against the domains within the HAMS progression documents, shown in the orange section of the spreadsheet. Based on their overall attainment, children are awarded one of the following grades:

- WTS (Working Towards Standard)
- EXS (Expected Standard)
- GDS (Greater Depth Standard)

Each of the above grades is assigned a score on the excel program- the scores are generated automatically and 1 is given for WTS, 2 is given for EXS and 3 is given for GDS.

The spreadsheet then compares each child's current attainment with their end-of-Reception outcome and automatically displays a symbol to indicate whether accelerated progress has been made. This is shown in the red section of the spreadsheet.

Using the information entered into the spreadsheet, a range of data analysis tables will be generated automatically.

Firstly, the spreadsheet will produce a summary table showing the progress made by different groups of children. These groups include:

- Male pupils
- Female pupils
- Pupils on the SEN register
- Pupil Premium (PP/DADV) pupils
- Pupils with English as an Additional Language (EAL)

This analysis is displayed in the yellow section of the spreadsheet and enables staff to monitor the progress of key groups and identify any emerging trends or gaps in attainment.

	A	B	C	D	E	F	G	H	I	J	K
1											
2		Reading WTS	Reading EXS	Reading GDS	Writing WTS	Writing EXS	Writing GDS	Maths WTS	Maths EXS	Maths GDS	
3		4	19	7	10	18	2	5	16	9	
4											
5											
6											
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25											
26											

The above image (bordered green) shows a separate worksheet that will automatically generate class tracking sheets. These sheets will list the names of children achieving WTS, EXS or GDS in each of the core subject areas: reading, writing and mathematics. This allows teachers to quickly identify attainment groups and target support or challenge where required.

	A	B	C	D	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	
1	Name	Reading	Writing	Maths				EXS+																							
2		gds	exs	gds																											
3		exs	exs	exs																											
4		exs	exs	exs																											
5		gds	gds	gds																											
6		exs	exs	gds																											
7		wts	wts	wts																											
8		exs	exs	exs																											
9		exs	exs	exs																											
10		exs	wts	exs																											
11		gds	exs	gds																											
12		exs	exs	exs																											
13		exs	exs	exs																											
14		exs	exs	gds																											
15		exs	exs	exs																											
16		exs	wts	exs																											
17		exs	exs	exs																											
18		exs	exs	gds																											
19		gds	gds	gds																											
20		wts	wts	wts																											
21		gds	wts	exs																											
22		gds	exs	gds																											
23		gds	exs	exs																											
24		exs	wts	exs																											
25		exs	exs	exs																											
26		exs	exs	gds																											
27		exs	exs	exs																											
28		wts	wts	wts																											
29		exs	wts	exs																											
30		exs	wts	wts																											
31		wts	wts	wts																											
32																															
33																															
34																															

	Reading	Writing	Maths		RWM
	EXS+	GDS	EXS+	GDS	EXS+
All	26	7	20	2	25
Boys	14	4	12	2	14
Girls	12	3	8	0	11
SEN	1	0	1	0	1
DADV	2	1	2	1	2
EAL	1	0	1	0	1

Finally, the above image (bordered purple) shows an additional worksheet that will provide a combined overview of attainment across the core subjects. This analysis highlights the areas in which individual children are achieving the expected standard or greater depth, as well as identifying subjects where they are currently working below the expected standard. This information supports effective pupil progress discussions, intervention planning and the monitoring of attainment across the curriculum.

When a child leaves or a new child arrives, please inform the assessment lead who will update the spreadsheet with the relevant information. A master copy of the spreadsheet is attached and will need to be filled in for the new Year 1 cohort in September. This will be updated by assessment lead unless they are not able to.

<T:\StaffPublic\Assessment\Core Excel MASTER! DO NOT EDIT.xlsx>

Appendix C- EYFS assessment principles

Communication and Language Listening, Attention and Understanding ELG - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking ELG - Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.	Personal Social and Emotional Development Self-Regulation ELG - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Building Relationships ELG - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.	Physical Development Gross Motor ELG - Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor ELG - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint brushes and cutlery. - Begin to show accuracy and care when drawing.
Understanding the World Past and Present ELG - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. People Culture and Communities ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Mathematics Number ELG - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns ELG - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Literacy Comprehension ELG - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate – where appropriate – key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading ELG - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing ELG - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.
Early Learning Goals	Expressive Arts and Design Creating with Materials ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive ELG - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	The ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. Teachers should only make judgements based on the criteria that are set out in the ELGs themselves and should not add any additional criteria The best-fit model requires teachers to consider the whole of each ELG description when making these judgements. Best-fit does not mean that the child has equal mastery of all aspects of the ELG. Each ELG descriptor is written in bullet point form, but this is for presentational purposes only to aid clarity; teachers should not 'tick off' these bullet points one by one but should use their professional judgement to determine whether each ELG in its totality best-fits the child's learning and development.

EYFS Principles of Assessment

Informed by a range of perspectives: Assessment is predominantly based on the teacher's professional judgement but should also take account of contributions from a range of perspectives including the child, their parents and carers, and other relevant adults. This will provide a rounded picture of the child's development. A teacher's relationship with parents and carers is especially crucial when working with children from different cultural backgrounds as they can help teachers understand the values that explain their child's responses to the environment and social situations.

Summative: Over the course of the reception year, teachers should plan what they want children to learn and build their knowledge of what each child knows, understands and can do. They should draw on this knowledge and their own expert professional judgement to make an accurate summative assessment at the end of the year. Summative assessment is based on a holistic view of what the child can demonstrate against each ELG at the end of the EYFS. When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best-fits their professional knowledge of the child. The ELGs are interconnected, meaning children can demonstrate development in more than one area of learning when engaging in a particular activity. Teachers should consider the child's development across the areas of learning, and whether the levels of development in relation to each of the goals make sense when taken together.

Inclusive: teachers need to be alert to the general diversity of children's interests, needs and backgrounds to accurately assess their development and outcomes against the ELGs. This includes children with a special educational need or disability (SEND), whose development may be identified by teachers in different ways. Children whose home language is not English should have opportunities to engage in activities in the security of their home language. Children whose home language is not English should have opportunities to engage in activities in the security of their home language. Children will demonstrate their development not only through what they have been taught but also when activities are linked to their cultural experience, such as: role play, cookery, celebrations, visits, events

Teacher's knowledge of each child: Assessment is based primarily on the teacher's professional knowledge of what the child knows, remembers and can do day-to-day. It is a means of checking whether a child has learnt what has been taught. It can take place during routine interactions with children and does not need to be planned or documented. The teacher may simply reflect on the knowledge, skills and understanding that the child demonstrates in the course of everyday learning to plan what to teach next. Teachers should quickly identify children who need additional learning support, so that the appropriate additional support can be put in place. Where something has been well taught, a child's learning is embedded and secured. The child is likely to demonstrate what they know and can do consistently in a range of situations.

Underpinned by a broad curriculum and effective pedagogy: Teaching should enable each child to demonstrate their learning and development fully. Effective assessment takes place when teachers use their knowledge of the child to identify what they know, understand and can do in order to shape teaching and learning experiences for the child reflecting that knowledge. The ELGs represent a narrow measure of what is assessed at the end of the EYFS and should not restrict the breadth of what is taught in the final year of the EYFS. It is for schools to determine their curriculum (having regard for the 'Educational Programmes' set out in the EYFS framework) and pedagogical approach to support children's learning and development.

Does not include burdensome evidence gathering: Schools should not include burdensome evidence gathering requirements against any of the areas of learning in their assessment policies so that teachers can spend as much time as possible interacting with children and directly supporting their learning and development. However, teachers may find it helpful to record, in a simple way, particularly noteworthy achievements, such as what phonemes and numbers a child has learned, in order to determine what to teach next. This is sufficient to make a judgement. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

Reliable and accurate assessment at the end of the EYFS: