

## **Stanford Infant School Assessment Policy**



### Our Vision:

At Stanford Infant School we celebrate  
friendship, respect, excellence and courage.

Our safe and happy learning environment engages, challenges and  
*inspires* our learners at the beginning of a journey of learning for forever.

*'Exploring and Learning Together, Inspiring Each Other'*

### Assessment in the new National Curriculum:

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what they have done well and what they need to do to be even more successful. This allows us to plan learning opportunities based on detailed knowledge of each child. We provide our families with regular verbal reports on their child's progress so that teachers, teaching assistants, children and their families are all working together to raise standards for *all* our children.

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels' ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/483058/Commission\\_on\\_Assessment\\_Without\\_Levels\\_-\\_report.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf)). The new assessment system reflects the more challenging content of the National Curriculum.

This policy needs to be read in conjunction with our Teaching and Learning and Marking and Feedback Policies.

### Aims and Objectives:

*The aims and objectives of assessment in our school are:*

- To enable our children to demonstrate what they know, understand and can do in their learning;
- To help our children understand what they need to do next to improve their learning;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information to our families that enable them to support their child's learning;
- To provide School Leaders and Governors with information that allows them to make judgements about the effectiveness of the school.

There are three main forms of assessment in schools:

1. Day-to-day formative assessment – to inform teaching on an ongoing basis.
2. In-school summative assessment – to understand pupil performance at the end of a period of teaching.
3. National statutory summative assessment – to understand pupil performance in relation to national expectations and comparisons.

Therefore, we currently use the following formal assessment procedures to measure outcomes against schools Locally and Nationally:

4. End of Early Years Foundation Stage (EYFS)
  - % of children achieving a 'Good Level of Development'
5. End of Year 1
  - % of children achieving the expected standard in the Phonics Screening Check
6. End of Key Stage 1 (KS1)
  - % of children achieving the expected standard in Reading, Writing, Maths & Science

Assessment is not a singular activity; it is about a measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold onto aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure. Secondly, we acknowledge

that there are two distinct forms of assessment used by the school. These are:

7. **Assessment for Learning** – this helps to identify the next steps needed to make progress. It takes account of our children’s strengths as well as areas for development.
8. **Assessment of Learning** – this is more associated with judgements based on grades and ranks and with public accountability.

Planning needs to be built on effective assessment – where all aspects of learning are progressing. Effective assessment should be empowering for children, helping them discover for themselves what they need to learn and how they can best do that, celebrating their achievements along the way.

Effective Assessment Practice will:

- Raise standards of attainment and behaviour, and improve children’s attitudes to their learning;
- Enable the active involvement of children in their own learning by providing effective feedback;
- Promote children’s self-esteem through a shared understanding of the learning processes and the steps to improvement;
- Build on secure teacher knowledge of the diverse linguistic and cultural backgrounds of children;
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how children learn and draw upon as wide a range of evidence as possible using a variety of assessment activities;
- Track children’s performance whilst ensuring high expectations for all;
- Provide information which can be used by teachers and leaders as they plan for individual children and cohorts;
- Provide information which can be used by families to understand their child’s strengths and areas for development;
- Provide information which can be used to evaluate the school’s performance against its own previous attainment over time and against national standards.

The purpose of Assessment for Learning is to:

- Provide insight into children's learning for both children and teachers;
- Promote success for all;
- Enable continuous reflection on what children know now and what they need to know next (feedback and feed forward);
- Measure what is valued;
- Raise standards by taking children to the 'edge of possibility'.

Impact for Teaching and Learning:

*The teacher will...*

- Provide continuous verbal and written feedback which identifies areas for celebration and next steps for learning;
- Promote children involvement in self and peer assessment;
- Act on insights to inform ways forward;
- Plan against what children know/can do/understand and apply;
- Share 'Steps to Success' to enable children to know how to achieve the Learning Objective;
- Promote inclusion.

Impact on Learning and the Learner:

*The child will...*

- Know what to do to improve;
- Know their 'Steps to Success';
- Know what has been successfully achieved and what to do next;
- Have the ability and awareness to be successful learners;
- Make progress;
- Love learning!

The purpose of Assessment of Learning is to:

- Provide a summary judgement about what has been learned at a specific point in time;
- Establish national benchmarks about what children can do and about school performance;
- Show what children can do without support;
- Hold the school to public account.

Implications for Teaching:

*The teacher will...*

- Provide a periodic summary through teacher assessment;

- Identify gaps in children’s knowledge and understanding;
- Reflect on the quality of their provision and guide future planning;
- Implement strategies to accelerate progress to meet local and national expectations (closing the gap);
- Measure against expectations outlined in the National Curriculum.

#### Impact on Learning and the Learner:

##### *The child will:*

- Work hard and challenge themselves.

#### **Assessing Pupil Progress and Achievement**

At Stanford Infant School we use Target Tracker, a software package, to support whole school data entry, analysis and progress and attainment data from Reception to Year 2.

Our approach is based on the following:

- Start with the National Curriculum expectations for all pupils;
- Target Tracker has arranged the steps of progress into Year Group expectations;
- Teachers assess children against the statements using a wide-range of evidence;
- Teachers record the achievement of each child against each statement.

However, we also ensure we create a holistic approach of each child’s learning, progress and achievement. Therefore, it is important to recognise there are a wide range of factors that contribute to pupil progress and achievement.

#### **Foundation Stage**

In the Foundation Stage Reception teachers assess the children using Development Matters as well as the Early Learning Goals. On entry to school, observations of the children, coupled with information from pre-school providers and family members, is used to assess the children against the criteria set out in the Development Matters document in order to achieve a Baseline Assessment. This Assessment is entered into Early Years Target Tracker.

Subsequently, Early Years Target Tracker is used to track the progress of the children through the Development Matters criteria. The Reception Team use electronic learning journals; using an app on iPads to gather

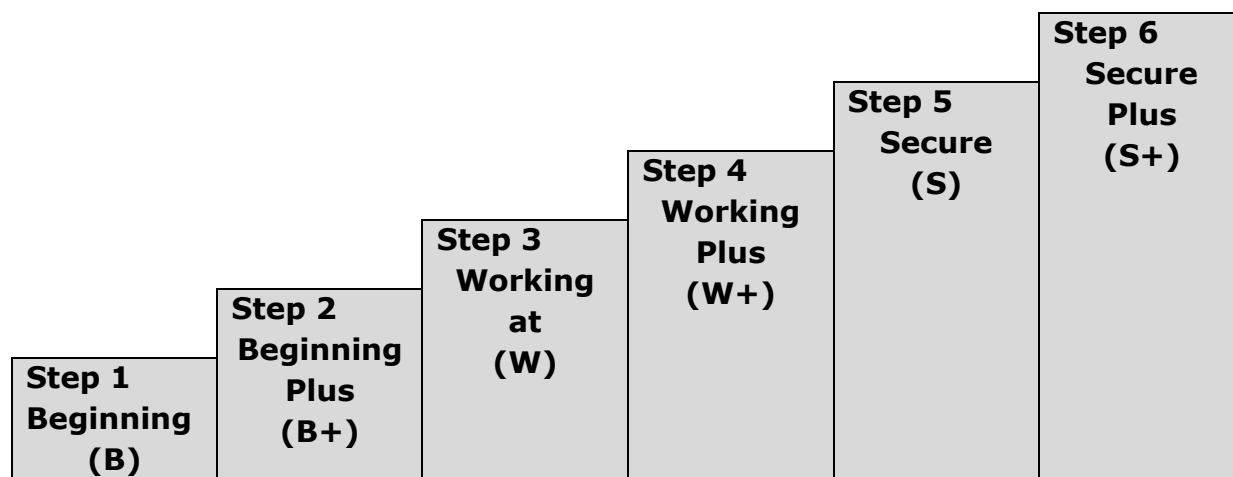
observations, through photographs and virtual post-it notes, logging individual children’s achievements against the Early Years Profile. These are used to inform achievements within the seven areas (seventeen statements) of Development Matters. In the summer time the children are assessed against the Early Learning Goals; the age band within which they are operating and whether they are ‘emerging (1)’, ‘expected (2)’ or ‘exceeding (3)’ is recorded. This is reported to the Local Authority and used for future target setting within school and by the next teacher.

At each Pupil Progress Meeting we will focus on children’s progress towards meeting each of the Early Learning Goals, specifically identifying any children at-risk of not achieving a Good Level of Development (GLD) and addressing any gaps in provision.

### **Key Stage 1**

#### **Assessment of children’s progress in their learning**

We will use Target Tracker, which measures children’s progress in steps. The majority of children in each year group will start at the beginning of the year on step B for Beginning. There are six steps to work through in a year.



Each small step in learning has a numerical measure.

|                   |    |     |    |     |    |     |    |    |    |    |    |        |         |        |         |    |     |    |     |    |     |    |     |    |     |    |     |    |
|-------------------|----|-----|----|-----|----|-----|----|----|----|----|----|--------|---------|--------|---------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|
| <b>Bands</b>      | P1 | P1+ | P2 | P2+ | P3 | P3+ | P4 | P5 | P6 | P7 | P8 | 40-60w | 40-60w+ | 40-60s | 40-60s+ | 1b | 1b+ | 1w | 1w+ | 1s | 1s+ | 2b | 2b+ | 2w | 2w+ | 2s | 2s+ |    |
| <b>Points</b>     | 2  | 5   | 8  | 11  | 14 | 17  | 20 | 23 | 26 | 29 | 32 | 33     | 34      | 35     | 36      | 37 | 38  | 39 | 40  | 41 | 42  | 43 | 44  | 45 | 46  | 47 | 48  |    |
| <b>Year Group</b> |    |     |    |     |    |     |    |    |    |    |    |        | FS      | FS     | FS      | FS | Y1  | Y1 | Y1  | Y1 | Y1  | Y1 | Y2  | Y2 | Y2  | Y2 | Y2  | Y2 |

Teachers will use formative assessment, identifying gaps in the Learning Objectives from the previous band and also observations of children working in the current band. At the first assessment period teachers will identify the statements now achieved and those working towards in order to make a professional judgement of the step each child is currently working within.

At the first Pupil Progress Meeting of the academic year we will define where each child is on the scale for R/W/M. We may find that children are working at a point below or above their year group expectation. At each subsequent Pupil Progress Meeting, we will discuss their progress in learning, including support and challenge for them in order for every child to be successful.

| <b>Steps</b>   | <b>B</b> | <b>B+</b> | <b>W</b> | <b>W+</b> | <b>S</b> | <b>S+</b> |
|--|----------|-----------|----------|-----------|----------|-----------|
| <b>Reading</b>   |          |           |          |           |          |           |
| <b>Writing</b>   |          |           |          |           |          |           |
| <b>Maths</b>   |          |           |          |           |          |           |
| <b>Science</b>   |          |           |          |           |          |           |
| <p>Start of Year Achievement</p> <p>Spring Achieved Target</p> <p>Expected End of Year Range</p> |          |           |          |           |          |           |

### **Assessment Evidence**

Year groups will use the following range of summative assessments to enable them to make an informed judgement each term:

9. Phonics Checks – these are arranged to demonstrate progress in Reading and Writing across the phonic phases
10. Reading Benchmarks – these have been amended to take account of the new National Curriculum
11. Writing – range of independent writing tasks emerging from quality texts, learning journeys, trips & visits, or other curriculum experience
12. Maths – range of independent tasks demonstrating the children’s developing acquisition of fluency, reasoning and problem solving.

When making a professional judgement on the step each child has achieved in R/W/M & S, all statements in the band will need to be achieved before the child can be assessed as working at the current band.

## **Our Expectations**

We hold high aspirations for our children. At the end of each school year, our expectation is that children will be on the 'secure' step (5 steps of progress in Year 1 and 6 steps of progress in Year 2) which indicates that they have reached an expected age-related level of attainment. However, there is no expectation that children will necessarily progress 1 step per term as all children progress at different rates. See *Appendix 1 for Assessment and Progression Table*.

In line with the requirements of the National Curriculum, the children will be assessed against national expectations for their year group:

Teachers will identify whether they are:

- Working towards the expected standard (*working + or below*)
- Working at the expected standard (*secure*)
- Working at greater depth within the expected standard (*secure +*)

In May, children in Year 2 will undertake Statutory Assessment Tests (SATs); teacher assessment in Reading, Writing and Maths will be informed by externally set, internally marked, tests. For the year 2018-2019, the DfE has published statutory frameworks to support teachers in making teacher assessment judgements at the end of Key Stage 1. The frameworks outline how pupils will be assessed in Reading, Writing (Grammar, Punctuation and Spelling), Maths and Science. Each standard within the frameworks is made up of 'pupil can' statements. To show that a pupil has met the expected standard, teachers will need to have evidence that he or she 'demonstrates consistent attainment' of all the statements in the standard.

See *Appendix 4 for the Assessment Timeline for 19-20*.

## **Pupil Progress Meetings**

Each Year Group will be reviewed termly to ensure all pupils are making progress appropriate to them and are on-track to meet expectations at the end of the year. Pupil Progress Meetings will be at the mid-point of each term:

Autumn 1 – Baseline Assessment for Reception

Autumn 2 – Reception Assessment for those at risk of not achieving a GLD/Initial & Summative Assessment for Year 1 & 2

Spring 2 – Interim Summative Assessment

Summer 2 – Final Summative Assessment



Each teacher is expected to enter their data into Target Tracker in advance of the Pupil Progress Meeting in order to analyse the progress of individuals and groups and complete a Pupil Progress proforma to inform professional conversations. See *Appendix 2* for an example of a *Pupil Progress Proforma*.

The professional dialogue around data analysis will result in an updated data record showing who is on track to be at the expected standard by the end of the academic year, along with effective evaluation of existing interventions, and an action plan for each class.

This information will be used to provide year group and whole school analysis for the Senior Leadership Team and thus inform ongoing self-evaluation.

### **Moderation**

In-school moderation takes place termly to ensure consistency of teacher's judgements after they have made assessments in order to identify and resolve any differences. These are professional conversations built on trust, respect and a shared responsibility for the achievement of all children in our school. Effective moderation creates an effective feedback loop between assessment and planning.

There will be a balance of year group and cross year group moderation to ensure consistency and comparability across the school.

External moderation will be undertaken as appropriate with schools in our partnership and we will participate in Local Authority moderation on request.

Evidence teachers may use to support their teacher assessment judgements include:

- ✓ Examples of pupils' work
- ✓ Any other evidence, e.g. statutory KS1 tests
- ✓ Teachers' knowledge of their pupils

### **Foundation Subjects**

Assessment is an integral part of the teaching and learning process, thus opportunities for assessment are planned for through clear learning outcomes. At the end of the academic year, teachers make a professional judgement to whether children are working towards, at, or at greater depth within each foundation subject. See *Appendix 3* for *Foundation Subject Grid*.

### **Reporting Children’s Progress**

Ultimately, our assessment aims to allow all stakeholders to recognise children’s progress and achievement in their learning. Target Tracker provides multiple ways to view data; providing comprehensive tailored reports that highlight whether individual pupils/groups of pupils/classes/year groups are working towards, at, or exceeding expectations.

### **Academic Reports of Progress and Achievement**

At the end of the academic year, each teacher will produce a report celebrating each child’s progress and achievement over the academic year. The first part provides details of the core subjects: Personal, Social and Emotional Development and Approach to Learning, English, Mathematics, Science and Computing; and provides a picture of each child’s development in these areas. The second part reports on the Foundation Subjects and provides a general statement for each subject and a comment about their strengths/interests in each area. In addition, French and Music will be reported on.

Policy written by Madeleine Denyer in conjunction with staff: 26.10.16 /  
Updated on 27.10.17 / 22.01.19 / 21.10.19

**Agreed by Staff:** 24.11.16

**Ratified by Governors:** 5.12.16

**Appendix 1**



**Stanford Infant School  
Assessment and Progression Table - 2019/20**

| Stanford Infant's Yearly Breakdown of ARE*<br><b>TARGET TRACKER: STEPS AND POINTS</b><br>Reception |              |              |               |              |               |              |               |   |
|--|--------------|--------------|---------------|--------------|---------------|--------------|---------------|---|
| End of Reception Expectation   | Aut 1        | Aut 2        | Spr 1         | Spr 2        | Sum 1         | Sum 2        | Above ARE:    | Steps progress per year   |
| 40-60S<br>35 points  | 40-60B<br>31 | 40-60B<br>32 | 40-60B+<br>33 | 40-60w<br>34 | 40-60W+<br>35 | 40-60s<br>36 | 40-60s+<br>37 | 4 steps = expected progress<br><br>4+ steps = better than expected progress |

| Stanford Infant's Yearly Breakdown of ARE*<br><b>TARGET TRACKER: STEPS AND POINTS</b><br>Year 1 |               |          |           |          |           |          |            |   |
|---|---------------|----------|-----------|----------|-----------|----------|------------|---|
| End of Year 1 Expectations  | Aut 1         | Aut 2    | Spr 1     | Spr 2    | Sum 1     | Sum 2    | Above ARE: | Steps progress per year   |
| 1 secure<br>41 points   | 40-60S+<br>37 | 1b<br>38 | 1b+<br>39 | 1w<br>40 | 1w+<br>41 | 1s<br>42 | 1s+<br>43  | 5 steps = expected progress<br><br>6+ steps = better than expected progress |

| Stanford Infant's Yearly Breakdown of ARE*<br><b>TARGET TRACKER: STEPS AND POINTS</b><br>Year 2 |           |          |           |          |           |          |            |   |
|---|-----------|----------|-----------|----------|-----------|----------|------------|---|
| End of Year 2 Expectations  | Aut 1     | Aut 2    | Spr 1     | Spr 2    | Sum 1     | Sum 2    | Above ARE: | Steps progress per year   |
| 2 secure<br>47 points   | 1s+<br>42 | 2b<br>43 | 2b+<br>44 | 2w<br>45 | 2w+<br>46 | 2s<br>47 | 2s+<br>48  | 6 steps = expected progress<br><br>6+ steps = better than expected progress |

\*ARE: Age related expectation  
Expected progress across KS1 – 12 steps  
Expected progress across the school – 16 steps

Assessment and Progression Table

## Appendix 2

| <b>Year 2 Autumn Term Pupil Progress Meetings</b>   |               |              |
|---|---------------|--------------|
| <b>Teacher:</b>   | <b>Class:</b> | <b>Date:</b> |
| <i>Which individuals/groups seem to be progressing well and are on-track to make at least the expected standard by the end of the year?</i> |               |              |
| <i>What do you consider is making this happen, i.e. strategies that have had a positive impact?</i>   |               |              |
| <i>Which groups/individuals seem to be making slow progress or are stuck?</i>   |               |              |
| <i>What do you consider are the barriers to their learning/progress?</i>  |               |              |
| <i>What are you planning to do differently to remove these barriers and enable them to progress?</i>  |               |              |
| <b>Key Groups of Children – need/provision &amp; next steps</b>   |               |              |
| Disadvantaged Learners (FSM & Pupil Premium Learners - Ever 6)  |               |              |
| Girls/Boys  |               |              |
| EAL Learners  |               |              |
| SEN/D Learners  |               |              |
| Academically More Able Learners   |               |              |
| What are you doing for those who didn't achieve the expected standard in Phonics?   |               |              |

**Appendix 3**

**Foundation Subjects Whole School Overall Data**

| <b>Foundation Subject</b>  | <b>Working Towards (1)</b> | <b>Working at (2)</b> | <b>Working at Greater Depth (3)</b> |
|----------------------------|----------------------------|-----------------------|-------------------------------------|
| <b>Science</b>             |                            |                       |                                     |
| <b>Computing</b>           |                            |                       |                                     |
| <b>Geography</b>           |                            |                       |                                     |
| <b>History</b>             |                            |                       |                                     |
| <b>Physical Education</b>  |                            |                       |                                     |
| <b>Art</b>                 |                            |                       |                                     |
| <b>Design Technology</b>   |                            |                       |                                     |
| <b>Music</b>               |                            |                       |                                     |
| <b>Religious Education</b> |                            |                       |                                     |

1 = working towards (WT) 2 = working at (WA) 3 = working at greater depth (GD)

A breakdown of data will be provided for each Key Stage 1 class

**Appendix 4****Assessment Timeline 2019-2020**

| <b>Year Group</b> | <b>Assessment</b>   | <b>Date</b>  | <b>Comments/Notes</b>   |
|-------------------|---|--|---|
| <b>Reception</b>  | <b>Autumn Term</b>  |  |   |
|                   | Ongoing Observations /Baseline Assessment first 4 weeks of school   | Autumn 1   |   |
|                   | * Phonics Checks  | Autumn 1   |   |
|                   | Enter Data into Target Tracker  | By end of Autumn 1   |   |
|                   | Year Group Moderation   | Autumn 1   | Year Group Leader to organise during PPA/Year Group Meeting(s)  |
|                   | Parents' Consultation Evenings  | Tues 22 <sup>nd</sup> Oct<br>Thurs 24 <sup>th</sup> Oct    | Prompt Sheet Circulated   |
|                   | Baseline Assessment Meetings – class context  | Beg Autumn 2   | *Proforma to be completed in advance & data analysed to inform discussion<br>*Action Plan to be completed following Year Group Baseline Assessments |
|                   | * Phonics Tracking Grid   | Autumn 2   |   |
|                   | Additional assessment for those children assessed to be below 40-60b at baseline – updated data entered on Target Tracker | Autumn 2   | Catch-up Pupil Progress Meeting   |
|                   | <b>Spring Term</b>  |  |   |
|                   | * Phonics Tracking Grid<br>* Reading Benchmarks as appropriate  | Spring 1   |   |
|                   | Enter Data into Target Tracker  | By beg of Spring 2   |   |
|                   | Year Group Moderation   | Spring 1   | Year Group Leader to organise during PPA/Year Group Meeting(s)  |
|                   | Pupil Progress Meetings   | Beg of Spring 2  | *Proforma to be completed in advance & data analysed to inform discussion<br>*Action Plan updated following PP Meetings                             |
|                   | Parents' Consultation Evenings  | Tues 31 <sup>st</sup> March<br>Thurs 2 <sup>nd</sup> April | Prompt Sheet Circulated   |
|                   | <b>Summer Term</b>  |  |   |
|                   | *Phonics Tracking Grid<br>*Reading Benchmarks as appropriate  | Summer 1   |   |
|                   | Enter Data into Target Tracker  | By end of Summer 2   |   |
|                   | Year Group Moderation   | Summer 2   | Year Group Leader to organise during PPA/Year Group Meeting   |
|                   | Pupil Progress Meetings   | Summer 2   | *Proforma to be completed in advance & data analysed to inform discussion<br>*Action Plan evaluated   |
|                   | Phonics Tracking Grid   | Summer 2   |   |
|                   | Deadline for schools to submit EYFS TA to LAs   | Thurs 27 <sup>th</sup> June                                |   |

|               |  |  |  |
|---------------|--|--|--|
|               | Academic Reports of Progress and Achievement   | Summer 2   | 22.05.20 – INSET Day for Report Writing<br>26.06.20 – Reports to MD<br>10.07.20 – Reports home to families                                 |
|               | Handover to receiving Year 1 teacher   | Summer 2   |  |
| <b>Year 1</b> | <b>Autumn Term</b>   |  |  |
|               | *Phonics Tracking Grid<br>*Reading Benchmarks  | Autumn 1   |  |
|               | Parents' Consultation Evenings   | Tues 22 <sup>nd</sup> Oct<br>Thurs 24 <sup>th</sup> Oct    | Prompt Sheet Circulated  |
|               | Input Data into Target Tracker   | By beginning of Autumn 2                                   |  |
|               | Year Group Moderation  | End of Autumn 1/Beginning of Autumn 2                      | Year Group Leader to organise during PPA/Year Group Meeting(s)   |
|               | Pupil Progress Meetings  | Autumn 2   | *Proforma to be completed in advance & data analysed to inform discussion<br>*Action Plan to be completed following Year Group Assessments |
|               | Mock Phonics Screening   | Autumn 2   |  |
|               | <b>Spring Term</b>   |  |  |
|               | *Phonics Tracking Grids<br>*Reading Benchmarks                                       | Spring 1   |  |
|               | Input Data into Target Tracker   | By Beg of Spring 2   |  |
|               | Year Group Moderation  | End of Spring 1/Beginning of Spring 2                      | Year Group Leader to organise during PPA/Year Group Meeting(s)   |
|               | Pupil Progress Meetings  | Beginning of Spring 2                                      | *Proforma to be completed in advance & data analysed to inform discussion<br>*Action Plan to be updated following PP Meetings              |
|               | Parents' Consultation Evenings   | Tues 31 <sup>st</sup> March<br>Thurs 2 <sup>nd</sup> April | Prompt Sheet Circulated  |
|               | Mock Phonics Screening Checks  |  |  |
|               | Phonics Screening Check Administration Guidance Published                            | April 2020   | Teachers to watch video  |
|               | <b>Summer Term</b>   |  |  |
|               | Phonics Screening Check Materials received   | W/C 18 <sup>th</sup> May                                   | Store securely   |
|               | Administer Phonics Screening Check Materials   | W/C 8 <sup>th</sup> June                                   | Timetable for each class   |
|               | Administer Phonics Screening Check Materials to any pupils who were absent last week | W/C 15 <sup>th</sup> June                                  | As appropriate   |
|               | Phonics Threshold Mark published on GOV.UK   | 22 <sup>nd</sup> June                                      | Submit results to the LA<br>Complete and submit the phonics screening check HDF on NCA Tools   |
|               | *Phonics Tracking Grid<br>*Reading Benchmarks  | Summer 1/2   |  |
|               | Input Data into Target Tracker   | By beginning of Summer 2                                   |  |
|               | Year Group Moderation  | End of Summer 1/Beginning of Summer 2                      | Year Group Leader to organise during PPA/Year Group Meeting(s)   |

|               |  |  |   |
|---------------|--|--|---|
|               | Pupil Progress Meetings                                  | Summer 2   | *Action Plan Evaluated  |
|               | Academic Reports of Progress and Achievement             | Summer 2   |   |
|               | Handover to receiving Year 2 Teacher                     | Summer 2   | 22.05.20 – INSET Day for Report Writing<br>26.06.20 – Reports to MD<br>10.07.20 – Reports home to families  |
| <b>Year 2</b> | <b>Autumn Term</b>                                       |  |   |
|               | *Phonics Tracking Grid<br>*Reading Benchmark             | Autumn 1   |   |
|               | Parents' Consultation Evenings                           | Tues 22 <sup>nd</sup> Oct<br>Thurs 24 <sup>th</sup> Oct    | Prompt Sheet Circulated   |
|               | Enter Data into Target Tracker                           | Autumn 1/2   |   |
|               | Year Group Moderation                                    | Beg Autumn 2   | Year Group Leader to organise during PPA/Year Group Meeting   |
|               | Pupil Progress Meetings                                  | Autumn 2   | *Proforma to be completed in advance & data analysed to inform discussion<br>*Action Plan to be completed following Year Group Assessments                              |
|               | KS1 Tests  | 28 <sup>th</sup> Oct – 'Test Orders' opens                 | Year 2 Leader to order any modified tests required by 22 <sup>nd</sup> Nov<br>Head Teacher to submit holiday dates for 19-20 year in 'Test Orders' section of NCA Tools |
|               | <b>Spring Term</b>                                       |  |   |
|               | *Phonics Tracking Grid<br>*Reading Benchmark             | Spring 1   | March – KS1 Test Administration Guidance Published  |
|               | Enter Data into Target Tracker                           | By beg of Spring 2   | Enter Data into Target Tracker  |
|               | Year Group Moderation                                    | End of Spring 1 / Beginning of Spring 2                    | Year Group Leader to organise during PPA/Year Group Meeting   |
|               | Pupil Progress Meetings                                  | Spring 2   | *Proforma to be completed in advance & data analysed to inform discussion<br>*Action Plan to be updated following PP Meetings   |
|               | Schools receive KS1 Test Materials                       | W/C 20 <sup>th</sup> April                                 | These are to be checked and stored securely   |
|               | Parents' Consultation Evenings                           | Tues 31 <sup>st</sup> March<br>Thurs 2 <sup>nd</sup> April | Prompt Sheet Circulated   |
|               | <b>Summer Term</b>                                       |  |   |
|               | Administer KS1 Tests during May - see separate Timetable | May 2020   | Year Group Leader to prepare Timetable and agree with SLT/Year Group<br>KS1 Test Materials and Mark Schemes are available to download from NCA Tools                    |



STANFORD INFANT SCHOOL ASSESSMENT POLICY– Oct 2019

|  |                                   |   |
|--|-----------------------------------|---|
| <p>Marking of KS1 Tests</p> <p>Administer Phonics Screening Check Materials to children who did not achieve the expected standard at the end of Year 1 – see Year 1 Summer Term for dates</p> <p>Teacher Assessment for end of KS1</p> | <p>June 2020</p>                  | <p>Mon 1<sup>st</sup> June – Raw score to scaled score conversion tables for KS1 test materials available from GOV.UK &amp; NCA Tools</p> <p>Mon 1<sup>st</sup> June – KS1 Head Teacher’s Declaration Form (HDF) available to schools on NCA tools. Submit by 25<sup>th</sup> June.</p> |
| <p>*Phonics Tracking Grid - as appropriate</p> <p>*Reading Benchmarks</p>  | <p>Summer 1</p>                   |   |
| <p>Enter Data into Target Tracker</p>  | <p>Summer 1/2</p>                 | <p>Enter Data into Target Tracker</p>   |
| <p>Year Group Moderation</p>   | <p>Beg Summer 2</p>               | <p>Year Group Leader to organise during PPA/Year Group Meeting(s)</p>   |
| <p>Pupil Progress Meetings (Year 3 Teachers Invited)</p>   | <p>Summer 2</p>                   | <p>*Proforma to be completed in advance &amp; data analysed to inform discussion</p> <p>*Action Plan Evaluated</p>  |
| <p>Deadline for schools to submit KS1 TA to LAs</p>  | <p>Thurs 25<sup>th</sup> June</p> | <p>Deadline for schools to submit the KS1 HDF on NCA tools</p>  |
| <p>Academic Reports of Progress and Achievement</p>  | <p>Summer 2</p>                   | <p>22.05.20 – INSET Day for Report Writing</p> <p>26.06.20 – Reports to MD</p> <p>10.07.20 – Reports home to families</p>   |
| <p>Handover to receiving Junior Teacher</p>  | <p>Summer 2</p>                   |   |