



Holy Trinity C of E Primary School

Assessment Policy

Date policy last reviewed: 30th April 2022

Date policy next reviewed: 22nd July 2023

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Intent

Assessment is integral to effective teaching and learning. Through internal assessment, such as observation, questioning, discussions and feedback, we can gather information about each pupil's abilities, learning needs and performance and use this information to adapt teaching and learning practices to meet a pupil's individual needs.

Through this continuous feedback, we can ensure that each pupil receives teaching specific to their needs, enabling them to reach their full potential.

We believe that assessment for learning should:

- Be at the heart of classroom practice.
- Focus on how pupils learn.
- Promote a commitment to learning goals.
- Provide pupils with constructive guidance to enable improvement.
- Develop pupils' ability to self-assess, to enable them to become reflective self-learners.
- Recognise the achievements of all learners.

Aims

We aim:

- ✓ To celebrate pupils' achievements.
- ✓ To enable pupils to demonstrate what they understand and the depth of their learning.
- ✓ To help pupils recognise the standards to aim for and to understand what they need to do next to improve their work.
- ✓ To allow teachers to plan work that accurately reflects the needs of each child in order that pupils make sustained good progress.
- ✓ To provide regular information for parents and carers that enables them to support their child's learning.
- ✓ To provide the Senior Leadership Team, governors and wider community with information that allows them to make judgements about the effectiveness of our school.
- ✓ To ensure that judgements made about pupil attainment are accurate, honest and transparent through robust moderation systems supported by professionals from both inside and outside of school.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The General Data Protection Regulation (GDPR)
- STA 'Key stage 1 assessment and reporting arrangements (ARA)'
- STA 'Key stage 2 assessment and reporting arrangements (ARA)'
- STA 'Key stage 1 teacher assessment guidance'
- STA 'Key stage 2 teacher assessment guidance'

1.2. This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Behavioural Policy
- Disciplinary Policy and Procedure
- Early Years Assessment Policy

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Monitoring and evaluating the effectiveness of this policy through discussions with the headteacher, SLT and teaching staff, in addition to relevant reports.

2.2. The headteacher is responsible for:

- Monitoring the performance of SLT.
- Supporting SLT and subject leaders with regards to effective assessment and the pursuit of outstanding teaching standards.

2.3. SLT is responsible for:

- Setting priorities for improvement based on evidence gathered via monitoring procedures such as classroom observations, learning walks, work scrutinies, pupil voice and outcomes.
- Championing and celebrating high-quality teaching and assessment.
- Ensuring there is a common understanding of what good and outstanding assessments look like.
- Promoting and facilitating the sharing of good practice.

- Discussing the use of assessment with subject leaders during management meetings.
- Monitoring the accuracy of assessment information.
- Tracking the attainment and progress of pupils over time.
- Comparing data to ensure that no groups of pupils or individual pupils are disadvantaged, whatever their ability.
- Ensuring that the curriculum is meeting the needs of pupils.
- Ensuring the setting of homework is high quality and underpins progress, and that it is recorded and completed effectively.
- Liaising with the curriculum lead regarding pupils' progress.
- Evaluating the impact of assessment on standards.
- Ensuring appropriate interventions take place when pupils are underperforming.
- Supporting staff who are not reaching the expected teaching standards.

2.4. Subject leaders are responsible for:

- Ensuring that data from transition points is used to enable pupils to build on prior learning.
- Ensuring that all schemes of work have assessment as an integral part of teaching and learning.
- Using learning walks, lesson observations, work scrutinies, pupil voice feedback and feedback from classroom teachers and teaching assistants to monitor and improve standards.
- Regularly sampling pupils' work through homework and classwork to ensure quality and consistency, and to implement strategies for improvement.
- Accurately assessing success in their subject using data from day-to-day monitoring and robust analysis of data over time.
- Using assessment data to review the performance of year groups, vulnerable groups and individuals across the subject they are responsible for.
- Presenting data at SLT meetings and governing board meetings as required.
- Setting targets for teaching staff based on the outcomes of data analysis.
- Coaching teaching staff as required.
- Championing the importance of accountability against targets.
- Ensuring that marking follows expectations.

- Ensuring that homework is set and marked in line with school policy.
- Providing appropriate exemplar materials where appropriate.
- Acting on data quickly to ensure maximum impact.
- Monitoring and measuring the impact of intervention strategies.
- Ensuring staff record assessment data in line with agreed policy.
- Ensuring that staff engage with training and other procedures for moderation.
- Monitoring feedback from reports and acting on the feedback provided.
- Liaising with classroom teachers and communicating to teachers any concerns regarding assessment.
- Setting targets for classroom teachers and monitoring their progress towards them.
- Planning and developing schemes of work that effectively utilise assessment.
- Planning for, and effectively deploying, classroom support staff.
- Ensuring that the use of interventions and differentiated support is recorded appropriately.
- Celebrating and rewarding success.

2.5. Classroom teachers are responsible for:

- Pupils' progress in their classes.
- Assessing and marking pupils' work in line with the school's Marking and Feedback Policy.
- Setting and marking homework in line with the schools' expectations and ensuring that homework enables pupils to make progress and track their progress effectively.
- Informing parents, and colleagues where appropriate, where issues with homework have been identified.
- Self-evaluating their subject knowledge, understanding of educational initiatives, and the quality and effectiveness of their teaching and classroom management.
- Ensuring that assessment data is accurate and reliable.
- Using assessment data as a diagnostic tool to inform planning.
- Using assessment data to differentiate learning to match pupils' needs.
- Using their analysis of marking and assessment data to develop intervention strategies where appropriate.
- Stimulating pupils' learning by focusing on areas of development identified through assessment.

- Ensuring that teaching, learning and assessment motivates pupils and builds their confidence and self-esteem.
 - Encouraging pupils to reflect on their learning and helping them to identify their next steps for improvement.
 - Using the expertise of, and feedback from, TAs to inform teaching and assessment.
 - Celebrating and rewarding success.
- 2.6. Support staff are responsible for:
- Gathering and submitting assessment data as required, either verbally or using written templates.
- 2.7. Pupils are responsible for:
- Seizing opportunities to extend their learning beyond the classroom by completing homework and meeting deadlines.
 - Arriving to lessons on time and with the requisite equipment.
 - Reflecting on their learning and setting themselves challenging targets, with the support of their teachers.
 - Asking for help when needed and accepting support from others where offered.
 - Reading their teachers' comments and acting on them.
 - Understanding the targets set and working hard to achieve them.
- 2.8. Parents are responsible for:
- Checking that homework is completed and deadlines are met.
 - Encouraging their child to reach the targets set by the school.
 - Contacting the relevant member of school staff where any issues or concerns arise.
 - Checking their child completes homework and hands it in in time.
 - Supporting extra-curricular activities.
 - Attending parents' evenings.

3. Assessment for learning

- 3.1. Teachers use assessment for learning to provide ongoing assessment, through the use of focused marking and/or observations of pupils' work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning objectives, and to identify and set next step targets for each pupil.

Assessment methods/materials

- 3.2. Assessment for learning may take the following forms:
- Observing pupils' interactions, holding discussions with pupils and observing pupils' learning against specific objectives and learning criteria
 - Checking understanding as a group and as individuals
 - Targeted questioning to determine how secure pupils' understanding is
 - Using lesson objectives and success criteria to make pupils aware of what they are learning and how they can deepen their understanding
 - Self-assessment and peer assessment, enabling pupils to review, edit and improve their work and become reflective learners
 - Coaching pupils using verbal feedback to guide them and prompt improvement
 - Providing verbal and written feedback to pupils that is closely matched to their learning needs
 - Assessment of modelled work of different levels
 - The use of assessment criteria and examination materials
- 3.3. Annotated plans and planning notes, made by class teachers and other adults involved with each pupil, are used to record other important information about pupils' progress.
- 3.4. Termly tests may be used to identify progress and gaps in learning. The tracking grids identify under-achieving pupils and help to set targets in reading, writing and maths for individual pupils and groups.
- 3.5. Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.
- 3.6. Pupils receive timely verbal feedback on their progress within lessons and throughout sequences of lessons.

Planning for assessment

- 3.7. The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- 3.8. Lessons contain clear learning objectives or questions (see Teaching and Learning Policy), based on the teacher's detailed knowledge of each pupil. We strive to ensure all tasks set are appropriate to each pupil's level of ability.
- 3.9. Teachers use focused marking to assess pupils' progress in relation to the planned learning objectives, and set the next steps to show where the pupil is

in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

- 3.10. Results of published tests are used to contribute to overall teacher assessments.

Reporting

- 3.11. Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.
- 3.12. We provide opportunities for two-parent consultation evenings (with additional meetings for parent of pupils with additional needs) so that parents can discuss how well their child has settled and are able to be involved in the target setting process.
- 3.13. We provide parents with an end-of-year written report before the end of the Summer term, which includes the results of statutory tests and assessments, and gives information relating to progress and attainment
- 3.14. We give parents the opportunity to discuss their child's progress by appointment.
- 3.15. We publish the following KS2 results on our school website:
- Average progress scores in reading, writing and maths
 - Average 'scaled scores' in reading and maths
 - The percentage of pupils who achieved the expected standard or above in reading, writing and maths
 - The percentage of pupils who achieved a high level of attainment in reading, writing and maths
- 3.16. We will provide a link to our performance tables on our school website.
- 3.17. We also provide reports for pupils at the end of KS1 and KS2 which include the outcomes of national curriculum assessments, as well as results for the Year 1 Phonics screening Check and the Year 2 Phonics retake.

KS1

- 3.18. Reports for pupils at the end of KS1 will include:
- Outcomes of the statutory national curriculum teacher assessment in English reading, English writing, maths and science.
 - A statement that teacher assessment outcomes take into account the results of statutory national curriculum tests in English reading and maths.

- Where appropriate, a statement explaining why any national curriculum test has not been taken.
- Comparative information about the attainment of pupils of the same age in the school.
- Comparative information about the attainment in the core subjects of pupils of the same age nationally.
- Arrangements for discussing the report with the pupil's teacher.

KS2

3.19. Reports for pupils at the end of KS2 will include:

- The results of any national curriculum tests taken, including the pupil's scaled score, and whether they met the expected standard.
- The outcomes of statutory national curriculum teacher assessments in English reading, English writing, maths and science.
- Comparative information about the attainment of pupils of the same age in the school.
- Comparative information about the attainment in the core subjects of pupils of the same age nationally.
- Arrangements for discussing the report with the pupil's teacher.

Moderation (See APPENDIX A)

3.20. To ensure accurate assessments teachers moderate throughout each term with their parallel teacher, within and across phases and as a whole school. Senior Leaders and the Senior Leadership Team regularly moderate a range of evidence from all classes in line with the monitoring cycle. The focus varies dependent on key priorities set out in the School Improvement Plan. Pupil's books are monitored regularly by SLT. Phase and subject leaders also monitor books and check standards of work throughout the year. Moderation of levelling takes place each term to ensure consistency.

3.21. During the Summer term, teachers in Year 2 and Year 6 take part in Local Authority Moderation Workshops as part of end of key stage assessments and LA moderation.

4. Baseline assessment

4.1. Pupils joining the school will receive a baseline assessment within 3 weeks of their start date. The following assessments may be used:

Wellcomm assessment
 Reading and spelling of common exception words
 Phonics assessments (where applicable)
 Piece of independent writing

In addition to this it may be necessary to complete a running reading record using PM Benchmarks and/or the Sandwell Early Numeracy Test and/or the British Picture Vocabulary Scale (Receptive Language Age)

5. Formative assessment

- 5.1. Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.
- 5.2. Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.
- 5.3. Formative assessments are used to:
 - Identify pupils' strengths and gaps in their skills/knowledge.
 - Identify the next steps for learning.
 - Inform future planning.
 - Enable appropriate strategies to be employed.
 - Facilitate the setting of appropriate targets for the class, group and individual.
 - Track the pupil's rate of progress.
 - Facilitate an evaluation of the effectiveness of teaching and learning.
 - Inform future teaching and learning strategies.
 - Identify individuals and groups for specific intervention support.
- 5.4. Formative assessment is not punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.
- 5.5. We ensure that assessment within lessons is ongoing, in the form of high quality questioning or short assessment tasks. Information from this is then used to reshape tasks where further support or challenge is needed and to inform the next lesson or unit of work. Additional methods of formative assessment include the following:
 - Question and answer sessions
 - Hot seating
 - Quick Quizzes
 - Self-assessment

6. Summative assessment

6.1. Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.
- Informing both parents and teachers of a pupil's attainment and progress.

6.2. Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data which will be published on the school's website.
- Ensure statutory assessments take place at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

6.3. Methods of summative assessment include:

- Termly NFER tests Reading and Maths
- Teacher assessment using Teacher Assessment Frameworks for all other subjects including writing.

6.4. Assessment Cycle

- Please refer to **Appendix C**

7. EYFS

7.1. Please refer to our Early Years Assessment Policy

8. KS1 and KS2

8.1. Teachers use assessment for learning to provide ongoing assessment, through the use of focussed marking and/or observations of pupils' work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets, and to identify and set next step targets for each pupil.

8.2. Annotated plans and planning notes, made by class teachers and other adults involved with each pupil, record other important information about the progress of children in the class.

- 8.3. Termly tests (NFER) may be used to identify progress and gaps in learning. The tracking grids identify under-achieving pupils and set targets in reading, writing and maths for individual pupils and groups.
- 8.4. Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.
- 8.5. Pupils receive timely verbal feedback on their progress within lesson and across sequences of learning.

Planning for assessment

- 8.6. The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- 8.7. Lessons contain clear learning objectives, based upon the teacher's detailed knowledge of each pupil. We strive to ensure all tasks set are appropriate to each pupil's level of ability.
- 8.8. Teachers use focussed marking to assess pupils' progress in relation to the planned learning objectives, and set the next steps to show where the pupil is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment methods/materials

- 8.9. Teachers use a range of assessment tools and materials (including analysis of pupils' work in books, guided reading records and results of class tests/published tests), alongside ongoing focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups.
- 8.10. Results of published tests are used to contribute to overall teacher assessments.

9. Recording Results

- 9.1 Results from termly summative assessments will be recorded on the Programme of Study Assessment tab on SIMS. Overall grades for Reading, Writing and maths will be input, as well as book band, common exception word reading and spelling and standardised scores for tests completed. APPENDIX B.

10. Monitoring meetings

- 10.1. The headteacher, SLT and subject leaders meet termly with the aim of monitoring the effectiveness of assessment, analysing performance data, setting targets for improvement, discussing training requirements and ensuring high standards are upheld.

- 10.2. Weekly phase meetings are used to discuss the quality of marking and assessment, determine if any staff members are in need of development, conduct data analysis, and discuss progress towards targets and subject-specific issues.

11. Assessing pupils with SEND

- 11.1. Assessment provides pupils with SEND with the support they need to reach their full potential and allows teachers to develop a long-term learning pathway for every pupil.
- 11.2. Assessment is used to identify pupils' SEND requirements and determine their ongoing support needs as early as possible.
- 11.3. Assessment methods are adapted for some pupils with SEND. Adaptations include:
- Adapting the use of questioning to allow sufficient response time.
 - Using visual stimuli.
 - Using alternative means of communication.
 - Adapted tests, such as the use of braille, large print, readers and scribes, and extended time.
- 11.4. High expectations are held for pupils with SEND and SMART targets are set within their All About Me.
- 11.5. When teachers assess pupils with SEND against the expected standards, they assess each pupil against what the pupil can achieve with reasonable adjustments in place.
- 11.6. If a pupil has a disability that prevents them from demonstrating attainment as described in their learning goals, assessments are based on their preferred method of communication.
- 11.7. Teachers aim to ensure that all pupils can demonstrate attainment of learning goals with reasonable adjustments in place, but **assessment standards are never compromised**.
- 11.8. If a pupil cannot demonstrate attainment of a learning goal with reasonable adjustments in place, the learning goal can be excluded from the teacher assessment judgement – teachers will use their professional discretion when making such judgements.
- 11.9. During termly pupil progress meetings, teachers meet with their phase leader and/or SENCo to analyse pupils' needs and plan support. Analysis is based on formative/summative assessments, the views of parents, the views of the pupil and information from external professionals.

12. Malpractice and cheating

- 12.1. Teachers will ensure that assessments are fair. They will remain vigilant to malpractice and escalate any alleged, suspected or actual incidents of malpractice/cheating.
- 12.2. Pupils found to be cheating during assessments will be disciplined in line with the Behaviour Policy and their assessments will be scrutinised and adjusted or dismissed in line with teachers' professional judgements.
- 12.3. Teachers who fail to report malpractice/cheating, or are found to be manipulating pupils' assessment scores, will be dealt with in line with the Disciplinary Policy and Procedure

13. Reporting to parents

- 13.1. We pride ourselves on our relationships with parents and promote an open and welcoming environment where parents feel comfortable and at ease. We have a range of strategies that keep parents and carers fully informed of their child's achievement. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.
- 13.2. An annual report will be sent to pupils' parents and make arrangements for parents to discuss the report with their child's teacher if necessary.
- 13.3. The reports will start from the day after the last report was given and will be available to parents before the end of the Summer term.
- 13.4. The report will cover the pupil's achievements, general progress, attendance record, results from national curriculum tests and outcomes of teacher assessments.

14. Record keeping

- 14.1. The school ensures that the collation, retention, storage and security of all personal information complies with data protection legislation.
- 14.2. Educational records are maintained and disclosed to parents at their request; these records include information about current and former pupils.
- 14.3. The school keeps curricular records on every pupil, including a formal record of all academic achievements, skills, abilities and the progress they make at school – these will be updated once a year.
- 14.4. When transferring records to a pupil's new school, the headteacher will ensure the statutory requirements for the transfer are fulfilled
- 14.5. The school's Records Management Policy and Data Protection Policy will be followed at all times.

15. Monitoring and review

- 15.1. This policy will be reviewed annually by the deputy headteacher.

15.2. Any changes to this policy will be communicated to all members of staff.

15.3. The next scheduled review date for this policy is 22nd July 2023

APPENDIX A

An example of paperwork to be completed by staff for each moderated pupil.

Holy Trinity Reading Moderation 2017/2018

Name of pupil:	Sally Jones						Class/Teacher:	Mr Bloggs						Date:	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Reading Age:	6.9	7.5					No of CEW:	53	64						Book Band	Turquoi se	Turquoi se		
Evidence Used:	A1 Guided reading notes, Reading Record, English books, PERA test, CEW test						A2 Guided reading notes, Reading Record, English books						Sp1		Sp2		Su1		Su2	
Teacher Judgement	EXS						EXS													
In School Moderation	EXS						EXS													
SLT Moderation																				
External Moderation																				
OVERALL AGREED GRADE	EXS						EXS													
Areas of strength (Pupil):												Next Steps (Pupil):								
A1	<ul style="list-style-type: none"> Fluent reading Good understanding of text 						<ul style="list-style-type: none"> To make inferences To talk about texts read. 													
A2	<ul style="list-style-type: none"> Reading age above chronological age Use of strategies to read unfamiliar words 						<ul style="list-style-type: none"> To make links to other texts read 													
Sp1																				

APPENDIX C

Assessment Cycle

Assessment & Reporting Timetable

Deadline	N	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1								
Baselines			Baseline data - Summer term data from previous year Please familiarise yourself with your current class data including PP and group data					
Date			CEW R CEW Sp Reading Bands Phonics trackers PP PERA 1a	CEW R CEW Sp Reading Bands Phonics trackers Y1 Sum NFER R&M	CEW R CEW Sp Reading Bands Phonics trackers PP Y2 Sum NFER R&M	CEW R CEW Sp Reading Bands PP Y3 Sum NFER R&M	CEW R CEW Sp Reading Bands PP Y4 Sum NFER R&M	CEW R CEW Sp Reading Bands PP Y5 Sum NFER R&M
Date			R, W, M SEND data - Salfords, Skills Ladders and Core Curriculum TAF'S updated and R, W, M Pupil Premium data overall grade input on SIMS					
Date	Parents' Evening							
Autumn 2								
SEND Pupil Progress Meetings to take place								
Date				Phonics Screening Test				
Date			PERA 1b PUMA Y1 Aut Writing TAF/overall IEP targets Phonics Trackers	Y2 Aut NFER R & M Writing TAF/overall IEP targets Phonics Trackers	Y3 Aut NFER R & M TAF/overall IEP targets Phonics Trackers	Y4 Aut NFER R & M Writing TAF/overall IEP targets	Y5 Aut NFER R & M Writing TAF/overall IEP targets	Y6 Aut NFER R & M Writing TAF/overall IEP targets
Date			R, W, M SEND data - Skills Ladders and Core Curriculum TAF'S updated and overall grade input on SIMS					
Date	SEND Reviews - including parents meetings							
Spring 1								
Pupil Progress Meetings								
Date			CEW R CEW Sp Reading Bands Phonics trackers History, Geography, science, RE, PE, ART/DT - overall on POS	CEW R CEW Sp Reading Bands Phonics trackers History, Geography, science, RE, PE, ART/DT - overall on POS	CEW R CEW Sp Reading Bands Phonics trackers History, Geography, science, RE, PE, ART/DT - overall on POS	CEW R CEW Sp Reading Bands History, Geography, science, RE, PE, ART/DT - overall on POS	CEW R CEW Sp Reading Bands History, Geography, science, RE, PE, ART/DT - overall on POS	CEW R CEW Sp Reading Bands History, Geography, science, RE, PE, ART/DT - overall on POS

			PP PERA 1b PP PUMA Y1 Aut					
			R, W, M SEND data - Salfords, Skills Ladders and Core Curriculum TAF'S updated and R, W, M Pupil Premium data overall grade input on SIMS					
Date	Parents' Evening							
Spring 2								
Date	SEND Pupil Progress Meetings							
Date	Prime areas overall on POS Phonics tracker Reading bands	Prime and Specific areas on POS Phonics tracker Reading bands IEP targets	PERA 1b PUMA Y1 Spring Writing TAF/overall IEP targets Phonics Trackers	Y2 Spring NFER R & M Writing TAF/overall IEP targets Phonics Trackers	Y3 Spring NFER R & M Writing TAF/overall IEP targets Phonics Trackers	Y4 Spring NFER R & M Writing TAF/overall IEP targets	Y5 Spring NFER R & M Writing TAF/overall IEP targets	Y6 Spring NFER R & M Writing TAF/overall IEP targets
			R, W, M SEND data - Skills Ladders and Core Curriculum TAF'S updated and overall grade input on SIMS					
Date	SEND Reviews - including parents meetings							
Summer 1								
Date	Pupil Progress Meetings to take place							
Date								Y6 SATS
Date				Y2 SATS				
Date		CEW R CEW Sp Reading Bands Phonics trackers	CEW R CEW Sp Reading Bands Phonics trackers	CEW R CEW Sp Reading Bands Phonics trackers	CEW R CEW Sp Reading Bands Phonics trackers	CEW R CEW Sp Reading Bands	CEW R CEW Sp Reading Bands	CEW R CEW Sp Reading Bands
		R, W, M SEND data - Salfords, Skills Ladders and Core Curriculum TAF'S updated and R, W, M Pupil Premium data overall grade input on SIMS						
Date	Parents' Evening							
Summer 2								
Date			Phonics Screening	Phonics Screening		Y4 MTC		
	SEND Pupil Progress Meetings							
Date				Y2 TA data to SLT				Y6 TA data to SLT
Date	WELCOMM DATA Deadline							

Date	Prime and Specific areas on POS Phonics tracker Reading bands	Prime and Specific areas on POS Phonics tracker Reading bands IEP targets CEW Sp CEW R PERA 1a	Y1 Sum NFER R&M Writing TAF/over all IEP targets Phonics Trackers History, Geography, science, RE, PE, ART/DT - overall on POS	IEP targets Phonics Trackers History, Geography, science, RE, PE, ART/DT - overall on POS	Y3 Spring NFER R & M Writing TAF/over all IEP targets Phonics Trackers History, Geography, science, RE, PE, ART/DT - overall on POS	Y4 Spring NFER R & M Writing TAF/over all IEP targets History, Geography, science, RE, PE, ART/DT - overall on POS	Y5 Spring NFER R & M Writing TAF/over all IEP targets History, Geography, science, RE, PE, ART/DT - overall on POS	IEP targets History, Geography, science, RE, PE, ART/DT - overall on POS
Date	Reports to parents							
Date	Training Day - To include Pupil Progress							

NFER Standardised Score Conversion Chart

	Autumn		Spring		Summer	
Y1	70 -74	40-60D	70 -74	40-60S	70 -74	ELG2
	75-80	40-60S	75-80	ELG2	75-80	WTS
	81-84	ELG2	81-84	WTS	81-84	1E
	85-89	WTS	85-89	1E	85-89	1D
	90-109	1E	90-109	1D	90-109	1S
	110+	1D	110+	1S	110+	2E
Y2	70 -74	WTS	70 -74	1E		
	75-80	1E	75-80	1D		
	81-84	1D	81-84	1S		
	85-89	1S	85-89	2E		
	90-109	2E	90-109	2D		
	110+	2D	110+	2S		
Y3	70 -74	1S	70 -74	2E	70 -74	2D
	75-80	2E	75-80	2D	75-80	2S
	81-84	2D	81-84	2S	81-84	3E
	85-89	2S	85-89	3E	85-89	3D
	90-109	3E	90-109	3D	90-109	3S
	110+	3D	110+	3S	110+	4E
Y4	70 -74	2S	70 -74	3E	70 -74	3D
	75-80	3E	75-80	3D	75-80	3S
	81-84	3D	81-84	3S	81-84	4E
	85-89	3S	85-89	4E	85-89	4D
	90-109	4E	90-109	4D	90-109	4S
	110+	4D	110+	4S	110+	5E
Y5	70 -74	3S	70 -74	4E	70 -74	4D
	75-80	4E	75-80	4D	75-80	4S
	81-84	4D	81-84	4S	81-84	5E
	85-89	4S	85-89	5E	85-89	5D
	90-109	5E	90-109	5D	90-109	5S
	110+	5D	110+	5S	110+	6E

Y6	70 -74	4S	70 -74	5E		
	75-80	5E	75-80	5D		
	81-84	5D	81-84	5S		
	85-89	5S	85-89	6E		
	90-109	6E	90-109	6D		
	110+	6D	110+	6S		