



Reach For The Stars

## **Assessment Policy**

## Our Motto

★ Reach for the Stars

## Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the United Nations Convention on the Rights of a Child.

**Articles 2/12:** We respect the right to be listened to and listen to others.

**Articles 19/24:** We respect the right to feel safe at school and help others feel safe.

**Article 28:** We respect the right to learn and let others enjoy their learning.

**Articles 15/31:** We respect the right to join in and be part of a team.

**Article 29:** We respect the right to develop our potential and to do it with a growth mindset.

**Article 27:** We respect the right to look after our own and others property

## Our Values

- ★ **Striving**
- ★ **Teamwork**
- ★ **All Included**
- ★ **Responsibility**
- ★ **Success**

★ **Striving**

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aims high**

#### ★ **Teamwork**

Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

#### ★ **All Included**

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**

#### ★ **Responsibility**

Our aim is that we are a school that:

- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

#### ★ **Success**

Our aim is that we are a school that:

- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development.**
- **celebrates our efforts and achievements.**

### **Equal Opportunities and the Single Equality Scheme**

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

This policy supports the school in addressing **Article/s 14:** of the UN Convention on the Rights of the Child.

## Philosophy

*At Osmani we believe that assessment is an integral part of teaching and learning and of good classroom practice. It is a continuous process which utilises the professional judgement of the teacher. We aim to use a variety of assessment procedures, including formative assessment (AFL) and summative, which are informative, time effective, suitable for the task at hand and for the age of the children.*

The core of all assessment practice is to find out what the children do know, what they don't know and then to how to match the teaching to their learning needs.

Therefore it is completely interlinked with our planning. Our approach to assessment reflects the schools equal opportunities policy, ensuring that all our procedures are carried out in such a way that they accurately reflect the maximum potential of every individual and reflect our high expectations.

We also aim to ensure parents are kept fully aware and play a major role in discussing and enhancing their children's achievement.

## Core Subject Assessment Procedures

The Osmani Assessment and Planning Tools (PAT) are used to plan and assess for Reading, Writing and Mathematics. They have been devised through support from LBTH, other external training courses and meetings between TLLs in school. They

have combined 'best practice' so that the children at Osmani make the best possible progress in their learning.

The age related expectations (ARE) for each Year group have been split into three terms to ensure progression of skills and coverage across the year. (Appendix 2) Progress across the year can also be tracked using the 'Life without levels' points ladder (Appendix 1). This will support with any transition between LBTH schools.

Each child will be given their own individual sheets for Writing and Mathematics and a group sheet will be used for Reading. Children will be able to move from one term to the next whenever they have successfully accomplished 75% of the skills. The children must have demonstrated that they can apply these skills on at least three different occasions and the dates must be recorded on the sheets. When they children move onto the next term's learning, any skills that have not been met from the previous term should be revisited so that gaps in children's learning are avoided.

For children with a Special Educational Need or Disability (SEND), Plevels will be used to assess their learning. Also, New to English (NTE) children will complete the induction program and will then be assessed using the PAT so that work is well matched to their learning needs. When NTE children are working below the level of the PAT, they will be taught and assessed using the QCA Extended Scales (Appendix 4). Where necessary, children will be given a first language assessment to ascertain whether they have any additional learning needs.

## Reading

Guided Reading is an integral part of gather assessment evidence. This assessment evidence is then used in the next session to move children's learning forward.

Guided Reading is introduced in Reception and will run through to the end of Year 6. In Reception, guided reading begins once the children move onto Pink banded books. In groups of three they can begin with shared guided reading which focuses on concepts about print. Once they reach Red levels they can move into more formal guided reading but continue to do so in smaller groups. There is an expectation that children will move on quickly from Pink to Red books. Although phonics is an important aspect of reading, use of meaning and syntax should also be taught during each session as part of problem solving strategies.

Children will have two sessions per week in Years 1-5: one led by the teacher and the other by the teaching assistant. In Year 6, there will be one adult led guided reading session for the majority of the cohort. Where children require additional support, they will have two sessions per week.

During guided reading sessions for all Year groups, the teacher will choose a relevant 'Big Question' to support comprehension skills. These questions can be found in the 'Questions and Discussions Prompts to Develop Reading Assessment focuses' booklet. This will be based on previous assessments. This question can be reinforced during the independent guided reading rotation where the children can apply it to a different text. At this point, children from Year One onwards can respond to the Big Question in written form to provide further evidence and prepare them for more formal testing.

When children are not part of an adult led guided reading session, they will be given either:

- A follow up activity from their last adult led session;
  - An independent activity which supports their reading comprehension;
  - Activities to support spelling and phonics; or
  - The opportunity to read a book of their choice independently.

All of the above contribute towards assessment evidence for Reading. The Class Teacher will organise this carousel of activities on a weekly basis linked to the text that they are reading and their points score to ensure MATCH. Any written guided reading tasks will be recorded at the back of the children's English books.

In addition to these assessments, teachers in Key Stage One will use running records from the PM Benchmark kit to analyse children's reading levels. Benchmarking will also be used in Key Stage Two for pupils that are New to English, have a Special Educational Need or are working below a Year Two Secure Points Score (22 points).

*\*Please refer to the Literacy Policy for further information on the teaching of Reading.*

## Writing

In Early Years, children are provided with opportunities to develop their gross and fine motor skills through focus activities as well as a well-planned learning environment. These skills will then:

- Transfer to mark making
- Move into name writing
- Then writing graphemes
- Writing words
- Writing sentences

Independent examples of the above are used to assess the children's writing and these can be found in the Wow Books. Initially this will be through planned and unplanned observations then there will be written evidence.

*Refer to the Early Years policy for more information.*

Big Writing will be taught once every week in a flexible 3 lesson cycle from Years 1-6. Emphasis will be on children completing a piece of writing which can be used for assessment purposes. The focus genre should be the one that the children are currently studying in class so that they are given the opportunity to apply and embed recently taught skills.

Children can be provided with a range of support materials which form part of normal classroom practice. These include: dictionaries, thesauruses, word banks, phrase banks and success criteria. It is important that children know how to independently select from these resources as appropriate as this is an important learning skill.

**Week 1:** Children will write independently on a genre that they have are being taught. The amount of input given at the start of the session will depending on the children's age and whether the child has a special educational need. Any work used for assessment purposes should be independent. This work will be written on blue paper.

**Week 2:** The teacher will model how to identify successes and improvements and the children will then collaboratively improve their work with a partner.

In KS2 the improvement focus will not be the Super 6, as these are expected to be applied in every piece of writing. It is important that the teacher clearly models how to improve a piece of writing with a focus on a particular aspect of the writing, such as using a variety of sentence lengths for effect. The visualiser is a good tool to use at this stage so that a piece of children's writing can be improved. The improvements will be part of the LI and success criteria, e.g. to describe or to use complex sentences. CTs and TA will have a focus group to work with supporting children to collaboratively improve. This gives opportunities for teachers to conference 1:1. This work will be written on green paper.



When a piece of writing is independently edited, it can be used for assessment purposes. For this reason, green highlighters should not be used to mark these pieces of work as they produce too much guidance on what needs to be amended. The New National Curriculum states the importance of editing when producing high-quality writing.

*(Please refer to the AFL Handbook for support on Peer Assessment/Improvement.)*

**Week 3:** The CT's assessment from the previous week will inform the planning for week 3. Children may write a whole piece in the same genre, or may focus on a specific part of their writing e.g. middles (build up/ dilemma) or endings. CTs may give children an already prepared beginning and middle and the children may only write the ending. This work will be written on pink paper.

It is important that the children's work is marked following Big Writing sessions. During week one, they should be given a clear next step. The evidence of progress towards achieving the next step will be event in weeks 2 and 3 of the cycle. Teachers need to look in depth at one groups' writing each week i.e annotating SRs seen, as well as other pieces of writing by that group. This group's work should be levelled using the Writing PAT and this will give a clear focus for shared writing at the beginning of session 2.

By the end of each half term, every pupil should have at least 2 assessed piece of writing. Samples of children's writing from Big Writing will be used as one of the main pieces of evidence for assessing writing. Teachers must also use evidence from writing samples across all the curriculum to ensure that the skills that the children are taught have been embedded. This is particularly important for children 'Working at Greater Depth' as they need to demonstrate that they can apply these skills confidently in a range of contexts.

*\*For further guidance on the teaching of Big Writing, please refer to the Literacy Policy.*

## Speaking and Listening

In order to develop children's speaking and listening skills, the school has adopted the 'Tower Hamlets EMA Progression in Language Structures' (THEAL). The language structures scaffold children's speaking and provide a good model of spoken language which the children can independently apply. Speaking in full and appropriate sentences is expected across all subject areas so that skills are embedded. The impact of THEAL can be seen in the quality of the children's writing, responses in guided reading, assemblies as well as general discussions with children. The school also uses the Alan Peat sentence types which provide models for a range of sentences specific to the different genres that have been taught.

## Phonics and SPaG

The school follows the Read Write Inc (RWI) scheme for the teaching of phonics. Phonics is taught daily from Nursery to Year 2. Children in Key Stage Two that require further teaching of phonics do so in small groups or on a one to one basis. Once children have completed the phonics program, they phonemes/graphemes are revised during literacy lessons using the Complex Speed Sounds Chart which are displayed in the classrooms. All children from Years 1-6 are baselined in phonics at the beginning and end of each year to ensure their phonics teaching is well matched. At the end of each stage, children are also assessed to ensure that there are no gaps in the children's phonics knowledge. Where gaps exist, this is fed into future planning before children move onto the next stage. This happens each half term. *Please refer to the Phonics Teaching and Learning policy for further details.*

Spelling is taught as part of the RWI phonics program for children in Early Years and Key Stage One. Once the children have completed the phonics program, they have a weekly spelling lesson where the children are taught a spelling pattern or rule and are then tested on the previous weeks spellings. Children are given weekly spellings as part of their homework and at the

results of the tests are recorded in the Geek Book for monitoring purposes.

*Please see the homework policy for further details.*

Grammar and punctuation are planned for and taught at the beginning of each Literacy lesson from Years 1-6. Where possible, the grammar and punctuation taught should link to the main teaching so that children know how to apply the skill.

All aspects spelling, punctuation and grammar that have been taught are applied through shared/guided reading and writing and across all subject areas so that children see that these are transferable skills.

## **Maths**

Each week there will be a Big Maths lesson where the children have the opportunity to apply their skills through an investigation. The investigation will be based around the teaching from that week and the outcomes will provide valuable assessment evidence.

There will be a whole school focus on the investigative skill taught for a particular half term. This ensures that there is good coverage of the skills taught and assessment evidence can be gathered on how well children apply these skills.

Alongside this, assessment evidence will be gathered in the children's books through the application of skills through problem solving. This will include the use of 'Testbase' questions as well as the Raising Stars assessment questions.

*\*Please refer to the Maths Policy for further information on the teaching of Mathematics.*

## Science

Assessments for Science focus on the knowledge acquired from the different topics as well as the key transferable skills of 'Working Scientifically' that are taught across different topics. Each Class has a spreadsheet where assessment data can be recorded for each child. The term that the knowledge or skills was acquired is recorded using the drop down tabs provided. Evidence is collected from observations made during lessons as well as recording in the children's Topic books. By the end of the academic year, children will need to achieve 75% of the expected skills to reach ARE.

## Foundation Subject Assessment Procedures

Key skills are assessed in the Foundation Subjects of Art, Design Technology, History, Geography and RE. These skills are transferable across the different topics taught so that children learn how to use them in different contexts and they extend year on year to match the national ARE for each phase.

Teachers will be asked to assess the children's progress towards these key skills termly, using evidence from the children's books as well as observational findings. The assessments will be recorded on PAT documents similar to the ones for the core subjects. Group sheets will be used. By the end of the academic year, children will need to achieve 75% of the expected skills to reach ARE.

## Testing

Tests are used alongside teacher assessments to inform judgments that have been made and to identify gaps in learning. They are given at each of the four assessment points. Tests are used in the following subject areas from Years 1-6:

- Reading
- SPaG
- Maths

## Maths Tests

The school now uses the 'White Rose Maths Hub' assessment tests. There is a test per term and these tests should be administered at the following assessment points:

Assessment Point 1	Autumn test
Assessment Point 2	Spring test
Assessment Point 3	Summer test

The final test will be given at AP3 so that the data can be analysed and gaps can be addressed before the end of the Year.

Year 5 will take the NFER tests the week after SATs week as the data is used by Tower Hamlets to band the children for secondary school. This means that they do not need to take the Assessment Point 3 test.

Tests should be matched to meet the needs of the children. This can be achieved by looking at the children's point score and then converting that to a from the table below:

Year group	Stage within programme of study	Point score	Tests
Year 6	Exceptional	36	
	Working at Greater Depth	35	
	Secure	34	AP3 test
	Developing	33	AP2 test
	Beginning	32	AP1 test
Year 5	Working at Greater Depth	32	
	Secure	31	AP3 test
	Developing	30	AP2 test
	Beginning	29	AP1 test
Year 4	Working at Greater Depth	29	
	Secure	28	AP3 test
	Developing	27	AP2 test
	Beginning	26	AP1 test
Year 3	Working at Greater Depth	26	
	Secure	25	AP3 test
	Developing	24	AP2 test
	Beginning	23	AP1 test
Year 2	Working at Greater Depth	23	
	Secure	22	AP3 test
	Developing	21	AP2 test
	Beginning	20	AP1 test
Year 1	Working at Greater Depth	20	
	Secure	19	AP3 test
	Developing	18	AP2 test
	Beginning	17	AP1 test
		16 and below	Working below the test – tests are not suitable forms of assessment

### Reading and SPaG Tests

The 'Raising Stars' termly assessment tests are used. The table below shows which test should be given at different assessment points:

Assessment Point 1	Autumn 2
Assessment Point 2	Spring 2
Assessment Point 3	Summer 1
Assessment Point 4	Summer 2

Tests should be matched to meet the needs of the children. This can be achieved by looking at the children's point score and then converting that to a form from the table below:

Year group	Stage within programme of study	Point score	Test
Year 6	Exceptional	36	
	Working at Greater Depth	35	Application of the Year 6 SPaG expectations in writing
	Secure	34	Summer 2
	Developing	33	Spring 1
	Beginning	32	Autumn 2
Year 5	Working at Greater Depth	32	Application of the Year 5 SPaG expectations in writing
	Secure	31	Summer 2
	Developing	30	Spring 1
	Beginning	29	Autumn 1
	Year 4	Working at Greater Depth	29
Secure		28	Summer 2
Developing		27	Spring 1
Beginning		26	Autumn 1
Year 3		Working at Greater Depth	26
	Secure	25	Summer 2
	Developing	24	Spring 1
	Beginning	23	Autumn 1
	Year 2	Working at Greater Depth	23
Secure		22	Summer 2
Developing		21	Spring 1
Beginning		20	Autumn 1
Year 1		Working at Greater Depth	20
	Secure	19	Summer 2
	Developing	18	Spring 1
	Beginning	17	Autumn 2
			16 and below

## General Assessment Procedures

In Osmani we believe that assessment is ongoing on a daily basis. We as teachers are continually making judgements as to what children have and have not achieved and what the next steps are to improve their learning.

We use the key strategies of formative assessment which are;

- Having a rigorous assessment cycle to ensure consistency across the school.
- Creating a classroom culture in which all involved see attainment as incremental rather than fixed through the 'Growth Mindset'.
- Enabling and planning for effective classroom talk and questioning by the children.
- Clarifying decontextualised learning intentions so that children are clear about the skill which they are learning.
- Using the TIB (This is because ...) to contextualise the learning intention during that particular lesson and showing children how to apply the skill.
- Pupil generated success criteria.
- Enabling children to be effective peer and self-assessors.
- Giving children clear next steps in their learning and 'Fix it' time at the start of each lesson so that they are able to respond appropriately.

- Effective questioning by adults in the classroom.
- Providing opportunities for children to apply the skills that they have been taught to solving problems or in different areas of the curriculum so that they are transferred.
- Making observations about what the children already know and finding out about their areas for development.
- Adjusting planning during the lesson or in subsequent lessons based on findings
- Giving children verbal feedback at the point of learning.
- Children are given clear next steps and time to respond to them at the beginning of the next lesson. *(See the Effective Marking and Feedback policy for more information.)*
  - Involving children in the analysis and discussion about what quality and excellence are through pupil conferencing.

*\*For more information on formative assessment strategies please see the AFL Handbook.*

### **Assessment Tracker**

Data from each assessment point is recorded on the school's tracker for Reading, Writing, SPaG and Maths. Teachers are responsible for correctly updating the tracker at each assessment point. The Assistant Headteacher for Assessment will update the contextual information at each assessment point. This includes: interventions, attendance information, support from the Learning Mentor, NTE pupils, SEND pupils.

### **Children with Special Educational Needs and Disabilities**

At Osmani school we follow the 'Code of Practice' on the identification and assessment of SEN. The initial identification is the responsibility of the class teacher and could be through classroom observation or formal/informal assessments/tests. Children with SEND are those that receive a Tier 3 intervention or specialist support from outside agencies including specialist teaching. Please refer to the inclusion policy for details on these procedures.

The progress of children with SEN is formally reviewed at each assessment point and also at the end of specific interventions. These assessments are undertaken by class



teachers, support teachers, teaching assistants or learning support assistants running an intervention or specialist teachers. At the end of Year 6 and whenever a child moves, all SEN records are sent with the rest of the school records to a child's new school. Parents are informed at the termly Parent Meetings. When necessary they are invited to attend SEN meetings by letter and by phone.

Some children with Special Educational Needs will be working significantly below the National Curriculum. P-levels are used to assess these pupils and set specific targets so that they make good or better progress.

### **Transition**

When new children arrive at the school from a previous school setting, the child's previous records are requested. This contains information around the child's current attainment level which can be used as a starting point. Alongside this, the child is given a simple baseline assessment including an independent writing task and either a reading comprehension or benchmarking for Literacy. Also, testbase questions, test paper or oral maths questions for Mathematics. The baseline assessments carried out are age appropriate.

When a child leaves to attend a different school within the borough, the school completes the 'In year transfer form' before the child has been allocated a new place. Records are then transferred to the new school on arrival. Records are also transferred on request to schools outside of the borough. These records contain information regarding the child's progress and attainment.

At the end of Year 6, all records are transferred to the children's new secondary schools as part of the transition process.

*Please refer to the Transitions Policy for further information.*

### **Reporting to Parents**

Individual meetings are held with parents once a term to discuss the children's progress and where support can be given. At each meeting, parents are given a

copy of their child's target sheet which contains information about their current points score and targets that they need to work on for Reading, Writing and Mathematics. Translation is provided where we have a speaker of the home language within school. A written report is given to parents during the summer term meeting where progress in all subject areas is reported on as well as:

- SATs results for pupils in Years 2 and 6
- Results of the Phonics Screening Check in Year 1.
- EYFSP at the end of Early Years

We aim to write all reports to parents in a manner, which is readily understood, and not full of educational jargon. Parents are always invited to make appointments with teachers throughout the school year if additional meetings are required. During each parent meeting the children's individual targets are shared with parents and we discuss where support can be given.

### Assessment Cycle Protocol

*This protocol outlines the procedures in place to ensure that assessments are accurate and consistent across the school.*

At Osmani Primary School there are four assessment points across the year. These assessment points are spread equally across the year so that there is an eight week gap between them.

### The Assessment Cycle

**All staff are accountable for the attainment and progress of the children that they teach.**

Below is a table which outlines the different stages of the assessment cycle at Osmani:

Ongoing	Assessment Week	Moderation week	PPMs	Strategy Meeting
<p>Assessments need to be ongoing throughout the year.</p> <p>Have a focus group per week to update assessments.</p> <p>A range of evidence needs to be gathered so that assessments are accurate.</p>	<p>Collating evidence.</p> <p>Gathering additional evidence to check judgments.</p> <p>Discussions between all adults that work with children so that assessments are accurate. This includes set teachers,</p>	<p>Phases moderate Maths and Writing together – half day release at APs 1 and 4 and after school inset at AP 2 and 3</p> <p><b>SLT will select focus/randomly selected</b></p>	<p>Meet with Remi and HoP to discuss data from the AP.</p> <p>Learning Mentor will attend for classes where</p>	<p>SLT, TLL for Literacy and Numeracy and Interventions Leader meet to discuss data outcomes and areas for further development.</p>

<p>Checking to see where additional evidence is required and gathering this.</p> <p>Remember to use marking codes to identify how much support has been given and who has given it.</p> <p>Use Phase Meetings to moderate evidence and address any queries that people may have.</p>	<p>teaching assistants, intervention teachers and NTE teacher.</p> <p>Tuesday 3:30-4:30 – arrange to meet with Fazlul to discuss assessments for NTE children.</p> <p>Also arrange meetings with intervention and set teachers to discuss judgments.</p> <p>Phase meeting used to moderate guided reading with at particular focus on evidence to support judgments.</p> <p>Tracker will be ready so that Teachers can start to input new levels.</p> <p>SLT will moderate 3 children that were chosen at the last Assessment Point.</p>	<p><b>children to be moderated as well.</b></p> <p>After the moderation meeting, update the tracker with the finalised levels.</p> <p>Ensure that all of the data and information is accurate.</p> <p>AHT responsible for assessment analyses data.</p>	<p>children have received support.</p> <p>Reflect on analysis of data for particular groups.</p> <p>Identify children who are of concern.</p> <p>Teachers will be given a day of cover so that they can pupil conference.</p>	<p>Interventions are decided.</p> <p>TLL action plans are updated to reflect new priorities.</p>
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### Opportunities for Gathering Assessment Evidence

- Have a focus group during lesson introductions with a specific focus. Ask additional adults to record evidence on sticky notes for each child. Stick in books.
- During independent learning time, question children to find out the level of their understanding. Record evidence on sticky notes for each child. Stick in books.
- Small group, or individual, assessment tasks (5 mins) during registration periods where children's can be asked specific questions. (This is good for quick fire answers/mental maths/phonics check- ups)
- Quick fire questions when lining up – who can do it? Good for rapid recall of facts such as multiplication, number bonds, days of the week, phonics. Record who can and can't on a tick sheet with the objective.
- Find out what the children already know before you begin a new topic. This could be a simple independently answered SATs style question on the new topic a few days before a Maths lesson or an independent piece of writing at the start of a new writing genre. Give similar questions at the end of learning to show progress.
- Children can help you gather evidence through peer and self- assessment activities.
- Ask children to write a reflection of their learning based on what they have learnt, how they learnt and their next steps.
- Useful photographic evidence. (The photograph should show the child's work rather than just a group of children.) Ask the child to reflect on their learning as a next step.

- Maximise opportunities for independent learning during lessons. (Cross curricular links for Writing and Maths or Big Writing and Big Maths weekly sessions.)
- Use the next steps or plenary to give children SATs style questions which will assess whether they can apply skills.
- During guided reading or just after, make jottings when children have achieved or when they have shown a misconception. These could be jotted on postit notes or stick label then added to a child's APP sheet as evidence.
- Use pupil conferencing to ask children specific questions where you need to gather evidence or check a child understands of a concept.

### **Moderation Meeting Protocol**

*Both teachers in the Year group will attend. The meetings will happen over the course of 3 days. The days may vary at each assessment point depending on other whole school events.*

#### **Before the meeting**

Complete all required assessments and judgements. Judgements about points scores should not be made at the moderation meeting. The purpose of the meeting is to check that the assessments are secure and offer support about individual pupils where giving a points score is a challenge.

#### **Bring along:**

- All the work (Literacy/Foundation subjects/Big writing/Maths etc) of the children you are unsure about i.e not sure if they should be assessed at a lower or higher points score.
- Your assessment folder.
- A list of the groupings in your class. The lead moderator will pick one child from each group.
- You will then need to go and collect all the selected children's work.
- Your assessment and judgement will then be moderated.

#### **During the meeting**

- The meeting is non-judgemental. It is meant to help you as a teacher or year group team to identify next steps for the children.
- Work as a Year group team.

- Half of the day will be used to moderate Writing and Maths.
- Teachers leading and talking about the children/class – Not moderator or SLT.
- The teacher talks about what children can do and what they need to do to progress to the next points score.
- The Moderation and Pupil Outcome sheet will be completed during It is used to identify next steps for children based on their point scores and will need to be copied and brought to the pupil progress meeting as part of the discussion.

### **After the meeting**

- All levels must be imputed onto the data tracker by the end of your moderation day.
- Outcomes from this meeting will feed into the Pupil Progress Meetings and Pupil Conferencing the following.

## Pupil Progress Meetings Protocol

### Preparations

- AHT for Assessment will produce a grid of the children not making progress and below the expected attainment.
- These grids, along with the full data analysis, will be sent CTs in advance of PPMs.
- Bring a copy of the tracker with current point score for Reading, Writing and Numeracy.
- Teachers will also need to prepare the RWI assessment data for their class.
- The Assistant Headteacher for Assessment and the Admin Officer will prepare the Pupil Outcomes booklet prior to the meetings. This will contain data which has been analysed by different groups. Also, children not making progress and those below the expected points score for the Year group will be identified.
- Teachers will be expected to answer the following questions during the meeting so notes will need to be made in advance. The data can be found from the analysis produced by the Assistant Headteacher for Assessment:

<b>Attainment and progress</b>	
● What percentage of your class is working at the expected point score for this AP?	
● What percentage of your class is working above the expected point score for this AP?	
● What percentage of your class is working below the expected point score for this AP?	
● Which pupils have not made expected progress?	

<ul style="list-style-type: none"> <li>● If children have not made the expected progress:</li> <li>-Why have they not made expected progress?</li> <li>-What actions have you already taken?</li> <li>-Attendance issues</li> </ul>	
<ul style="list-style-type: none"> <li>● What percentage have made accelerated progress?</li> <li>-Why have they not made expected progress?</li> <li>-What actions have you already taken?</li> <li>● Which pupils are below in attainment?</li> </ul>	
<ul style="list-style-type: none"> <li>● If children are below in attainment:</li> <li>-Why have they not made expected progress?</li> <li>-What actions have you already taken?</li> </ul>	
<p><b>Data Analysis Grid</b></p>	
<ul style="list-style-type: none"> <li>● Are there any significant gaps between attainment or progress for specific groups? Advantaged/disadvantaged, boys/girls, ethnicity, NTE, attendance etc</li> <li>● If there are significant gaps why is this?</li> <li>● How are you going to close any gaps?</li> </ul>	
<ul style="list-style-type: none"> <li>● Are the SEND pupils making progress? Is the gap closing?</li> <li>● What have you done to support pupils with SEND already?</li> </ul>	
<ul style="list-style-type: none"> <li>● What impact have interventions had on children's progress? Is the gap closing?</li> </ul>	
<ul style="list-style-type: none"> <li>● How are you challenging the HA/High KS1 band children in you class?</li> </ul>	

<ul style="list-style-type: none"> <li>● Which strategies have been successful?</li> <li>● Which strategies do you need to try next?</li> </ul>	
<p><b>Reading</b></p>	
<ul style="list-style-type: none"> <li>● How many guided reading sessions do you have per week?</li> <li>● Is a TA timetabled to work with a group during this time?</li> <li>● What strategies are you using during 'Peabody's Book Club' to raise standards in reading?</li> <li>● What are the key areas of focus in Reading for groups in your class/set?</li> <li>● Which Twinkl question starters are you using to ensure skills are taught?</li> </ul>	
<p><b>Phonics</b></p>	
<ul style="list-style-type: none"> <li>● How many pupils in your class are still on the RWI phonics programme? (KS2)</li> </ul>	
<ul style="list-style-type: none"> <li>● Which phases are your pupils on?</li> </ul>	
<ul style="list-style-type: none"> <li>● Are they able to apply their knowledge of phonics to reading and writing?</li> </ul>	
<ul style="list-style-type: none"> <li>● What are the next steps? (Incl. specific phoneme/grapheme that they are finding challenging – esp. KS1 for the Phonics Screening Check)</li> </ul>	



### During the Meeting

- Your HoP and TA will be at the meeting.
- The teacher will be leading and talking about the class – not SLT.
- Teachers will be expected to answer specific questions above regarding their data
- Discuss children who are a concern, what has already been tried and what next steps are.
- From discussions, identify areas of strength and next steps for the class.
- Begin to think of appropriate interventions or children that may require pastoral support.
- Identify children who will need to speak to the Headteacher or HoP regarding specific concerns around attitude, behaviour and progress.

## **Pupil Conferencing and Target Setting Protocol**

Each class teacher will be given a day of cover which will either be a supply teacher or internal cover.

The class teacher will collect children from the playground at the start of the school day and drop off the class at the end of the school day.

During this time, pupil progress meetings will be held and the remainder of the time will be used for pupil conferencing meetings. This will allow for roughly ten minutes per child where children and teachers will discuss learning and targets. (Depending on time, you may have to conference with a child during assembly time.)

For ease and efficiency, you can put a table and 2 chairs outside your room.

Remember, the conference should be an enjoyable, although focused session in which the child is as engaged as the teacher.

### **1. Set the scene:**

Establish the pupil's attitude toward the subject, eg. Maths or Writing. Possible questions:

- What do you feel about writing?
- Why do you think we write? Learn maths?
- Is there anything you find hard about...?
- Is there anything you are really good at in...?

### **2. Determine if pupils take risks as learners.**

Using a recent piece of work, ask the pupils to identify something they are proud of or something they really had to struggle with. If writing, are there any words they used even though they struggled with the spelling, if maths, which problem did they find most challenging.

### **3. Target setting**

Highlight their strengths as learners, and work together to identify next steps to make their work even better. e.g. I need to work on sentence opener. Record this on the 'Progress Monitoring' Sheet. Also, complete a 'Target Sheet'. Four copies will need

to be made so that they can be put in the inside cover of the Maths, Literacy, Topic and RE books. Children should refer to them during lessons so that the target can be achieved.

The PPM Pupil Outcomes sheet should be used to help identify targets for each point score group.

Targets will be shared with parents during parents meetings.

Once a target has been achieved, it should be crossed out on the target sheets and new ones added.

## Strategy Meeting Protocol

All members of SLT, SMT and TLLs for Literacy and Maths will attend the Strategy meetings. The meetings will occur at each assessment point after the Pupil Progress Meetings have taken place.

The purpose of the Strategy meeting is to identify children not making the expected progress and put support in place so that the rate of progress accelerates. This could be in the form of an intervention for the child or children involved or it could be support for the class teacher in delivering quality first teaching.

Each Phase Manager will present the data for their phases based on:

- Groups attaining well/progressing well
- Groups not attaining well/progressing well
- What has already been tried
- What needs to be done next

The Interventions Manager will then discuss children from the phase that have received intervention and how this has impacted and any further interventions for the children identified above.

*For the Planning and Assessment Tools (PATs) for Reading, Writing, Maths, Science and Foundation Subjects, please go to Google Drive, Staff Drive, Assessment, Assessment 2017-18, Osmani Planning and Assessment Tools.*

## Appendix 1

### Life Without Levels Point Score System

Year group	Stage within programme of study	Point score	Description of achievement
Year 6	Exceptional	36	
	Working at Greater Depth	35	Working above expected level
	Secure	34	Working at expected level
	Developing	33	On track (if achieved by end of spring term)
	Beginning	32	On track (if achieved by end of autumn term)
Year 5	Working at Greater Depth	32	Working above expected level
	Secure	31	Working at expected level
	Developing	30	On track (if achieved by end of spring term)
	Beginning	29	On track (if achieved by end of autumn term)
Year 4	Working at Greater Depth	29	Working above expected level
	Secure	28	Working at expected level
	Developing	27	On track (if achieved by end of spring term)
	Beginning	26	On track (if achieved by end of autumn term)
Year 3	Working at Greater Depth	26	Working above expected level
	Secure	25	Working at expected level
	Developing	24	On track (if achieved by end of spring term)
	Beginning	23	On track (if achieved by end of autumn term)
Year 2	Working at Greater Depth	23	Working above expected level
	Secure	22	Working at expected level
	Developing	21	On track (if achieved by end of spring term)
	Beginning	20	On track (if achieved by end of autumn term)

Year 1	Working at Greater Depth	20	Working above expected level
	Secure	19	Working at expected level
	Developing	18	On track (if achieved by end of spring term)
	Beginning	17	On track (if achieved by end of autumn term)
EYFS (Year R)  Early Learning Goals		17	Exceeding Working above expected level (if achieved end of summer term)
	Secure -acceptable best fit for a reception child	16	Expected Working at expected level (if achieved at end of summer term)
	Developing -acceptable best fit for a reception child	15	Expected Working at expected level (if achieved at end of summer term)
	Beginning	14	Emerging Working below expected level (if achieved at end of summer term)
EYFS 40-60 months	Secure	13	On track (if achieved at end of Spring term)
	Developing	12	On track (if achieved at end of Autumn term)
	Beginning	11	Working at developmental level-for reception entry in Autumn term(Nursery end of Summer)
EYFS 30-50 months	Secure	10	On track (if achieved at end of Spring term)
	Developing	9	On track (if achieved at end of Autumn term)
	Beginning	8	Working at developmental level-for nursery entry in Autumn term
EYFS 22-36 months	Secure	7	
	Developing	6	
	Beginning	5	
	Secure	4	

EYFS 16-26 months	Developing	3	
	Beginning	2	
EYFS 8-20		1	

## Appendix 2

### P LEVELS ATTAINMENT POINTS

Level	Point score
P1i	0
P1ii	0.5
P2i	1
P2ii	1.5
P3i	2
P3ii	2.5
P4 emerging	3
P4 developing	4
P4 Secure	5
P5 emerging	6
P5 developing	7
P5 Secure	8
P6 emerging	9
P6 developing	10
P6 Secure	11



P7 emerging	12
P7 developing	13
P7 Secure	14
P8 emerging	15
P8 developing	16
P8 Secure	17