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Osmani Primary School

Reach For The Stars

Assessment Policy

Our Motto

Reach For The Stars

Our 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.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:**We have the right to quality education.
- ★ **Article 12:**We have the right to give our opinion and listen to others.
- ★ **Article 15/31:**We have the right to join in and be part of a team.
- ★ **Article 29:**We have the right to develop our personalities, talents and abilities.

Our Values

★ **S**triving **T**eamwork **A**ll Included **R**esponsibility **S**uccess ★

★ 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**

Last Review Date: Summer 2026

Next Review Date: Summer 2027

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 Articles 6, 28, 29 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 know, what they do not know and then matching 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 in Years 1-6. They have been devised through consultation with LBTH advisors, 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. Progress across the year can also be tracked using the 'Life without levels' points ladder (Appendix 1). This will support any transition between LBTH schools who have adopted this system.

For children with a Special Educational Need or Disability (SEND), P levels will be used to assess their learning. (Appendix 2) 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 Early Years 'Development Matters' document for Literacy and Numeracy. 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 gathering 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 (Appendix 3 of the Reading PAT). 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 Reception and 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 or their writing 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.)*

In Year 1, a more flexible approach will be used. Children will complete an independent writing activity at the end of each unit which has been taught. This will be every three to four weeks depending on the length of the unit and it may take up to three days to complete.

Big Writing will be taught once every week in a flexible three lesson cycle from Years 2-6. 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 has just been completed 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, the working wall and generic success criteria. The children can also independently use their literacy books if they wish to magpie. 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 been taught. The amount of input given at the start of the session will depend 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 or they can make these improvements independently.

In KS2 the improvement focus will not be the Super 6, and in KS1 the improvements will focus on the Fabulous 5, 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 may 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. Beginnings, 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 evident 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 pieces 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. It may not always be necessary to complete the final week of the cycle and this should be decided using teacher judgement.

**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, the 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 week's 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 of 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 questions from 'Progression Maps' and 'Questions for Mastery' produced by The National Centre for Excellence in the Teaching of Mathematics and Raising Stars questions.

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

Foundation Subjects, Science, RE and Computing Assessment Procedures

At the end of each term, children will be given a low-stakes assessment quiz which contains questions for History, Geography, Science, Art and DT. This will be administered using Google Forms. The aim of the quizzes is to ensure that children 'know more and remember more'. For this reason, the topic areas assessed at each term will be as follows:

Term	Knowledge and Understanding
Autumn 2	Summer 2 topic from the previous Year group/Autumn 1 topic
Spring 2	Autumn 2 topic/Spring 1 topic
Summer 2	Spring 2 topic/Summer 1 topic

The Google Form provides instant feedback on what the children are remembered and what their misconceptions are. The teachers will then address these misconceptions during the session.

In Science, the disciplinary skills are assessed by looking through the children's topic books to identify whether the children are using these skills to build upon their substantive knowledge. Any gaps which have been identified are then addressed in subsequent lessons.

There is also a topic map at the start of each new thematic topic where the children can record what they already know and what they have learned throughout the sequence of lessons. Children can also make notes and tick off key vocabulary as they use this in their lessons. The topic map is referred to at the beginning of each lesson and the key question for that lesson is shared. This way the children can make links between previous learning and new learning.

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 **MERiT for Testbase National Curriculum Tests** assessment tests. There is a test pat each of the three Assessment Points. The Table below shows which tests should be taken at each Assessment Point:

https://merit.doublestruck.eu/?t=MERIT_TB&br=TB&subject=pri-tb

	Y1	Y2	Y3	Y4	Y5	Y6
AP1	Rising Stars Half Termly Tests Autumn 2 Tests	Rising Stars Half Termly Tests Autumn 2 Tests	Use the Y2 Spring tests MERiT	Use the Y3 end of year tests MERiT	Use the Y4 end of year tests MERiT	Use the Y5 end of year tests MERiT
AP2	Rising stars Half Termly Tests Spring 2 Tests	Deliver Year 2 Spring test MERiT	Deliver Year 3 mid-year tests MERiT	Deliver Year 4 mid-year tests MERiT	Deliver Year 5 mid-year tests MERiT	Deliver Year 6 Autumn tests MERiT
AP3	Key stage 1 End of Year 1 assessments testbase Reasoning and Arithmetic	SATS or previous year SATs paper	Deliver Y3 end of year assessments MERiT	Deliver Y4 end of year assessments MERiT	Deliver Y5 end of year assessments MERiT Or, if applicable, **NFERS**	**SATS**

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:

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 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 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	Application of the Year 4 SPaG expectations in writing
	Secure	28	Summer 2
	Developing	27	Spring 1
	Beginning	26	Autumn 1
Year 3	Working at Greater Depth	26	Application of the Year 3 SPaG expectations in writing
	Secure	25	Summer 2
	Developing	24	Spring 1
	Beginning	23	Autumn 1
Year 2	Working at Greater Depth	23	Application of the Year 2 SPaG expectations in writing
	Secure	22	Summer 2
	Developing	21	Spring 1
	Beginning	20	Autumn 1
Year 1	Working at Greater Depth	20	Application of the Year 1 SPaG expectations in writing
	Secure	19	Summer 2
	Developing	18	Spring 1
	Beginning	17	Autumn 2
		16 and below	Working below the test – tests are not a suitable form of assessment.

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 decontextualized learning intentions so that children are clear about the skills they are learning.
- 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. *(See the Effective Feedback and Marking policy for more information.)*
- 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.
- 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 Tracking and Data Analysis

The school uses the Insight online assessment tracker to record children's assessment data at each of the three assessment points during the year. The school's Osmani Planning and Assessment Tools have been uploaded onto the system where teachers can identify the assessment statements that have been met then identify next steps in learning. A point score is awarded based on these formative assessments which is recorded in Insight to determine whether children are working towards, at or above age related expectations.

This data is then analysed to identify the attainment and progress of key groups within the school.

Assessment in the Early Years

In the Early Years, the online platform Tapestry is used to record ongoing formative assessments. As with Years 1 to 6, a point score is recorded at each of the three assessment points throughout the year to determine if the children are working towards or at age related expectations.

Children in Reception complete the national baseline assessment when they join the school and this is used as a starting point for assessing their progress.

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.

Assessing New to English Children (NTE)

The school uses the Bell Foundation Assessment Framework to assess NTE children who are working below autumn Year 1 level (17 points). The school has also created a 'Pre-Bell Bands' assessment criteria for children who do not speak any English when they arrive in the school. (12 points) Both of these assessment criterias link to Learning Village which is a teaching tool that the school uses.

Transition

When new children arrive at the school from a previous school setting, the child's previous records are

requested. This contains information about 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 reading. 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.

Assessment During Remote Learning

There are many elements of formative and summative assessment that we already use in school which can be applied to remote learning.

Formative Assessment

- Feedback during face to face teaching sessions including children's responses to questions, examples of work.
- Use of Google Documents to record work to see how securely the children understand this.
- Continue to have a remote Big Writing session to generate independent writing.
- Continue to have a remote Big Maths session so that children can apply their maths skills and knowledge to solve problems.
- Use of testbase questions to apply skills and knowledge which has been taught.
- Formative assessments can be carried out by the teachers in school while giving feedback to the children. Any important information, such as concerns about how children have accessed the learning in school, should be passed back to the class teacher by the teacher in school.

Summative Assessment

- Use of reading comprehensions
- Short assessment tests at the end of a topic to see what children have learnt (White Rose Maths/Use some of the questions from the Rising Stars tests for Maths, SPaG and Reading)
- It is not appropriate to give children a full test during these times.

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 6
- Results of the Phonics Screening Check in Year 1.
- The Year 4 Multiplication Check
- 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 three assessment points across the year. These assessment points are spread equally across the year so that there is an eleven week gap between them. Also, there will be a mid assessment point review twilight between AP1/AP2 and AP2/AP3 to endure that any concerns about children's progress are picked up quickly and addressed in a timely manner. The criteria for these meetings is as follows:

- **Possible SEND but not those with EHCP plan**
- **Emotional well-being**
- **Children who are working below ARE and need to make accelerated progress**
- **Children who are on the cusp of being Higher Achieving**

Children with attendance issues should not be discussed at this meeting. Instead, they should be referred to the AWA through Thof.

2025-26 Expected Attainment and Progress At Each Assessment Point

Early Years

Age Related Expectations

Year Group	Baseline	AP1 Point Score	AP2 Point Score	AP3 Point Score
Nursery	10.0	11.0	12.0	13.0
Reception	13.0	14.0	15.0	16.0

Progress

Nursery and Reception

AP1 Progress	AP2 Progress	AP3 Progress
0.5-1.0 points	1.5-2.5 points	3.0-4.0 points

Years 1-6

Age Related Expectations

Year Group	AP1 Point Score	AP2 Point Score	AP3 Point Score
1	17.0	18.0	19.0
2	20.0	21.0	22.0
3	23.0	24.0	25.0
4	26.0	27.0	28.0
5	29.0	30.0	31.0
6	32.0	33.0	34.0

Greater Depth within the Expected Standard

Year Group	AP1 Point	AP2 Point	AP3 Point

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	Score	Score	Score
1	18.0	19.0	20.0
2	21.0	22.0	23.0
3	24.0	25.0	26.0
4	27.0	28.0	29.0
5	30.0	31.0	32.0
6	33.0	34.0	35.0

Progress

Years 1-6

AP1 Progress	AP2 Progress	AP3 Progress
0.5-1.0 points	1.5-2.5 points	3.0-4.0 points

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
Assessments need to be ongoing throughout the year. Have a focus group per week to update assessments. A range of evidence needs to be gathered so that assessments are accurate. Checking to see where additional evidence is required and gathering this. Remember to use marking codes to identify how much support has been given and who has given it. Use Phase Meetings to moderate evidence and address any queries that people may have. HoPs and Phase Managers will moderate Reading through benchmarking throughout the year. This is timetabled in the monitoring cycle.	Collating evidence. Gathering additional evidence to check judgments. Discussions between all adults that work with children so that assessments are accurate. This includes set teachers, teaching assistants, intervention teachers and the NTE teacher. Arrange to meet with any interventions teachers as necessary this week. Benchmark children's reading in KS1 and EY if appropriate. In KS2, benchmark any children with SEN who are reading below a 22 point score. Phases moderate Maths during a twilight during assessment week. Complete the 'Moderation and PPM Outcomes' sheet All data should be added to the tracker during assessment week. It can be adjusted following moderation if necessary.	Phases moderate Writing during a twilight during assessment week. Complete the 'Moderation and PPM Outcomes' sheet At the end of the twilight session, the tracker must be updated with the finalised levels for Reading, SPaG, Writing and Maths. Ensure that all of the data and information is accurate. AHT responsible for assessment analyses data along with the Admin Officer.	Meet with Headteacher and HoP to discuss data. The Learning Mentor will attend meetings for classes where children have received support. Reflect on analysis of data for particular groups using the 'Questions for PPMs' document.. Identify children who are of concern and discuss what actions have already been undertaken/what the next steps should be.. HoPs to complete the 'PPM and Strategy Outcomes' document. Teachers will be given half a day of cover so that they can conference with children. Target sheets will be completed for each child through discussion.	SLT, TLL for Literacy and Numeracy and Interventions Leader meet to discuss data outcomes and areas for further development. AHT for assessment to update the 'PPM and Strategy Outcomes' document. Interventions are decided. Actions will be monitored during phase and SMT meetings following the strategy meeting to ensure that they have been completed. TLL action plans are updated to reflect new priorities.

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 and stick these in the children's books.
- During independent learning time, question children to find out the level of their understanding. Record evidence on sticky notes for each child and stick these in the children's books.
- Small group, or individual, assessment tasks (5 mins) during registration periods where children 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.

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- 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 post it notes or sticky labels then added to a child's APP sheet as evidence.
- In KS1, benchmark children's reading.
- In KS2, benchmark any children with SEN who are reading below a 23 point score.
- Use pupil conferencing to ask children specific questions where you need to gather evidence or check a child's understanding of a concept.

Moderation Meeting Protocol

Both teachers in the Year group will attend. There will be twilight sessions in both assessment and moderation weeks where the moderation meetings will take place.

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 through benchmarking and offer support regarding 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 or the teachers can suggest children who they are concerned about.

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.
- 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 PPM Outcomes sheet will be completed during the sessions. 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 the second moderation twilight.
- Outcomes from this meeting will feed into the Pupil Progress Meetings and Pupil Conferencing the following week.

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 the 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:

Attainment and progress	
• 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? • If children have not made the expected progress: -Why have they not made expected progress? -What actions have you already taken? -Attendance issues	
• What percentage have made accelerated progress? -What strategies have been successful?	
• If children are below in attainment: -Why have they not made expected progress?	

-What actions have you already taken?	
Data Analysis Grid	
• Are there any significant gaps between attainment or progress for specific groups? Advantaged/disadvantaged, boys/girls, ethnicity, NTE, attendance etc • If there are significant gaps why is this? • How are you going to close any gaps?	
• Are the SEND pupils making progress? Is the gap closing? • What have you done to support pupils with SEND already? • How much progress have the children being assessed using PIVOTs made? What point score are they?	
• What impact have interventions had on children's progress? Is the gap closing?	
• How are you challenging the HA/High KS1 band children in your class? • Which strategies have been successful? • Which strategies do you need to try next?	
Reading	
• How many guided reading sessions do you have per week? • Is a TA timetabled to work with a group during this time? • What strategies are you using during 'Class Novel' to raise standards in reading? • What are the key areas of focus in Reading for groups in your class? • Are you using the question stems from the Reading PAT? • Have children in KS1 been benchmarked? • If in KS2, have you benchmarked children with SEN working below a 23 point score?	
Phonics	

• How many pupils in your class are still on the RWI phonics programme? (KS2)	
• Which phases are your pupils on?	
• Are they able to apply their knowledge of phonics to reading and writing?	
• What are the next steps? (Incl. specific phoneme/grapheme that they are finding challenging – esp. KS1 for the Phonics Screening Check)	

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 half 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.

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 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 parent 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, RE, Computing and Foundation Subjects, please go to Google Drive, Staff Drive, Assessment, Assessment 2017-18, Osmani Planning and Assessment Tools.

Appendix 1

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	16	Expected Working at expected level (if achieved at end of summer term)
	Developing	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 Nursery 3-4 Year Olds	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 NURSERY 2 Early Nursery 2-3 Year Olds	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 Under 2 ready for Nursery 2		7	
EYFS Under 2		6	

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

Appendix 3

New to English (NTE) Children

Bell Foundation Assessment Framework

Learning Village programmes of learning: **1. Survival Language** **2. Curriculum Content** **3. Phonics**	**Osmani points score**	Bell Foundation assessment criteria
	12 points	Unable to complete Phase 2 sounds (Learning Village) in English Unable to use basic greetings in English e.g. Hello Unable to answer basic questions e.g. What is your name or questions about their family. Unable to write in English May not be able to write in first language Pre Bell Bands All statements
Learn Absolute Beginner English and Phase 2-3 Phonics	**13 points - beginning** **14 points - secure**	Learning Village- Completes Phase 2 and 3 sounds assessment Completes Baseline assessment questions associated with sessions 1-7 Scores 7-10 Bell Band A All statements
Learn Beginner English 1 and Phase 4 Phonics	**15 points -beginning** **16 points -secure**	Learning Village- Completes Phase 3 and 4 sounds assessment Completes Baseline assessment questions associated with sessions 8-17 Scores 11 or more Bell Band B Statements 1-5
Learn Beginner English 2 and Phase 5-6 Phonics	**17 points** **18 points**	From 17 points and above use the Y1 reading and writing PATS Speaking and Listening Bell Band B Statements 6-10 Phonics; Learning Village- Completes Phase 5 and 6 sounds assessment Learning Village- Completes Baseline assessments up to questions associated with sessions 31 Scores 11 or more.
Completed beginner English 2 Learn English through the Curriculum and High frequency words to 2000	**19 points**	See Y1 reading and writing PATS Bell Band C

Appendix 4

Early Years Points Score System

Areas of Learning

Communication and Language	Listening, Attention and Understanding
	Speaking
Personal, Social and Emotional	Self-regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding the World	Past and Present
	People, Cultures and Communities
	The Natural World
Expressive Arts and Design	Creating With Materials
	Being Imaginative and Expressive

AGE BAND SCORING SYSTEM			
Under 2	(Range 1 and 2)	**6**	
Under 2 ready for Nursery 2	(Range 3)	**7**	Nursery 2 Baseline
2 - 3 Year olds	Emerging (Range 4)	**8**	Nursery 2 Autumn
(NURSERY 2 Early Nursery)	Developing (Range 4)	**9**	Nursery 2 Spring
	Secure (Range 4 and beginning Range 5)	**10**	2 Yr Olds Summer Nursery Baseline
3 and 4 Year olds	Emerging (Range 5)	**11**	Nursery Autumn
(NURSERY)	Developing (Range 5)	**12**	Nursery Spring
	Secure (Range 5 and beginning Range 6)	**13**	Nursery Summer Reception Baseline
40 - 60+ Months	Emerging (Range 6)	**14**	Reception Autumn
(RECEPTION)	Developing (Range 6)	**15**	Reception Spring
	Secure ELG (2) (Range 6)	**16**	Reception Summer Ready for Y1

Points 11-16 are expected point scores for Nursery and Reception across the year.

Ranges in brackets link to the 'Birth to 5 Matters' document for further information.

Appendix 5

End of Topic Quizzes Guidance

These are 'low stakes quizzes'. This means that they are used for teacher's formative assessment purposes and they are not summative assessments. They will be used to assess how much knowledge the children have retained over time.

Quizzes should be administered at the end of the following terms:

- Autumn 2
- Spring 2
- Summer 2

The questions should be made up from the following topics in each term:

- **Autumn 2 quiz - from Summer 2 of the year before and Autumn 1**
- **Spring 2 - Autumn 2 and Spring 1**
- **Summer 2 - Spring 2 and Summer 1**

This will ensure that children are recalling prior knowledge and will assess whether it has been retained in their long term memory. (Know more, remember more.)

Use the following sources of information when preparing the questions for the quiz so that prior learning is activated:

- Key questions from the topic map.
- The medium term planning document for key knowledge.
- Lesson flips for pictures and to identify what has been taught.

Teachers are required to look at the quiz template in the assessment folder in the shared drive. (Assessment 2022-23/End of Topic Quizzes for Thematic Curriculum.)

There will be a mixture of questions: multiple choice and short answer. Where there is a short answer, it will require the correct vocabulary. For example the word transparent would be correct not see through.

Teachers should prepare and administer the quizzes at the following times:

	Teachers Prepare Quizzes	**Teacher Administer Quizzes**
Autumn	WB 1st December 2025	WB 8th December 2025
Spring	WB 16th March 2026	WB 30th March 206
Summer	WB 29th June 2026	WB 6th July 2026
Preparing quizzes for next year	WB 13th July 2026	NA

There will be a total of 16 questions in each of the quizzes made up of the follow subject areas:

- 6 Science question
- 6 Humanities questions,

- 4 Art and DT questions

There will be a separate quiz for RE which can be completed in the same week as the Topic Quiz but during RE time.

Pupils with SEND (Adapted Quizzes)
Teachers will need to adapt the quizzes for children with SEND. The quizzes will be based on what the children have been taught as with all other pupils. The number of questions will also be reduced to **10 questions in total**:

- 4 Science question
- 3 Humanities questions,
- 3 Art and DT questions

The quizzes should be administered during the timetabled ICT slot for that week. Once administered, there will be an instant question analysis which will identify any misconceptions. **These should be discussed and addressed during the lesson.** They will also be used to inform future planning.

In Year 1, the quizzes should be completed on paper and in small groups. This is to ensure that the children fully understand the questions that they are being asked and so that the teacher has a true picture of what the children have remembered.

Ensuring that Misconceptions are Addressed
To ensure that misconceptions are addressed, any questions where less than 85% of the children have answered them correctly will be added to the next quiz to check if children know this after further teaching has taken place. TLLs will also use these questions as part of the monitoring for their subject area.

These questions will be discussed during the handover at the end of the year.