



Midsomer Norton Schools Partnership

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Review: Term 1 annually
LST: AWI

ASSESSMENT & REPORTING POLICY EYFS, KS1 & KS2

Appendices:

[Appendix 1](#) – Principles of Assessment

[Appendix 2](#) – SIMS parameters of use & Summative Assessment Cycle 2022-2023

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Rationale

This agreed Policy for Assessment, Recording and Reporting Pupil Achievement adheres to our agreed principle that the prime purpose of these processes is to support quality learning for all pupils in MNSP Trust Schools. It fully reflects the agreed standards for classroom practice and the procedures to be used by leaders for collecting, using and reporting evidence of pupil achievement over time.

The aim of the policy is to:

- ensure that adults and learners are equipped with a wide range of methods that enable the goals embedded in the standards of learning, and progress towards them, to be addressed effectively
- make explicit the expectation that agreed strategies and tools are used consistently to ensure that planning and provision is accurately matched to identified need
- ensure that an appropriate amount of time is allocated for recording and reporting purposes, such that it does not negatively impact on the time available for personal interaction with learners
- ensure that all statutory requirements for assessing, recording and reporting indications of pupil mastery, attainment and progress annually and at the end of each Key Stage are met.

Our policy recognises that pupil outcome data will be used for a range of accountability purposes, but makes clear that this must not compromise the validity or the accuracy of the assessments made.

As a result of our assessment systems, the school will be effective in:

- providing the evidence to demonstrate clearly the assessment of pupils
- keeping parents fully informed
- enabling governors to make judgements about the school's effectiveness
- informing OFSTED inspections.

Summative Assessment is the “knowing and understanding of learning”, a continual behaviour by which adults process information and make informed decisions about how to support on-going learning and development. It is the relentless processing, analysing and utilisation of information that is available to them.

Recording and documentation is a by- product of the summative assessment process. It reflects the assessments made but it is not an assessment in itself. Its purpose is to provide a clear understanding of the knowledge and understanding of the child as a learner; it supports the knowledge but does not replace it; it assists in recalling and

remembering information, but is not a substitute for it. Any recording and documentation will never be at the expense of interaction.

Reporting Is the communication to others beyond the school the summative assessment information collected about individuals and pupil groups at key points in their learning journey.

Any and all activities associated with assessment, recording and reporting pupil progress must adhere to the following principles embedded in good practice:

They will:

- ultimately **improve learning and meet the needs of every pupil**, recognising them as diverse, yet richly competent learners
- reflect current knowledge and understanding of child development and **the way children learn**.
- enable attainment in, and progress towards national Age Related Standards (ARS) to be facilitated and reported.
- include explicit processes to ensure that information is valid and is as reliable **as is necessary for its purpose**
- promote public understanding of ARS and their **relevance to learners' current and future lives**
- be acknowledged as approximations
- be a part of a **manageable process** of teaching that enables learners to understand the aims of their learning and how the quality of their achievement will be judged
- promote the **active engagement of learners** in their learning and its assessment
- **empower and motivate learners** to show what they can do
- draw on and combine a **range of sources of evidence**, including learners' self-assessments, to inform decisions about learning and next steps
- meet standards that reflect a broad **consensus on quality** from classroom practice to national policy

Roles and Responsibilities

All adults working in classrooms will be responsible for:

- planning lessons embedded in learning journeys that are carefully designed to enable learners to **master** the ARS required by the end of an academic year, phase or Key Stage
- providing frequent opportunities for learners to demonstrate and articulate what they can do through tasks planned to yield information about skills, knowledge and understanding mastered, without compromising the breadth and balance of the curriculum
- developing their own and pupils' assessment skills through a variety of professional learning activities, including reflecting on and sharing experiences with peers and colleagues

Additionally, they will be responsible for using evidence gathered over time to:

- help learners master their learning, apply their learning and to deepen and enhance the learning appropriately;
- using information gathered over time to summarise mastery of learning in line with agreed reporting principles
- reflect on and improve their own teaching

Leaders and managers in schools will be responsible for:

- establishing and maintaining a positive climate for learning that motivates and encourages all learners
- providing a manageable and meaningful system for record keeping to monitor and report on learning periodically and as required by statute.

- analysis of recordable measures that demonstrate comparisons against expected standards and reflect progress over time in order to identify at an early stage those who are not on track to meet or exceed age related expectations by the end of a year.
- the provision and organisation of appropriate intervention, additional time or resources required by pupils or groups who fail to master skills and concepts
- ensuring that parents and carers are fully informed about pupil achievements in a manner that engages them in next steps and maintains high levels of confidence in the assessment processes that take place routinely
- providing opportunities for rigorous training in formative, diagnostic and summative assessment so that all staff can improve their practice through professional learning and collaboration
- developing quality assurance procedures within and beyond the school to maximise consistency in assessment judgements

The Home School Assessment Leader is responsible for working collaboratively with other local Assessment Leaders and Assessment experts on moderation activities.

Assessment Strategies

Those aspects of assessment whose **prime purpose is summative** provides information as a snapshot judgement of learning that has occurred by a particular point in time. It is used to:

- analyse the attainment and progress of individuals and groups of pupils at key points
- indicate the extent to which pupils are on track to achieve mastery of end of year or key stage ARS.
- inform decisions made about interventions and resource allocations
- inform transition between year groups, key stages and schools
- provide evidence for both internal and external accountability comparing the school community with others locally and nationally.

Formative Assessment:

Formative assessment is an ongoing process that we believe is fundamental to effective teaching and learning.

Teachers have a bank of assessment tools that they can use to check progress and provide feedback. We recognise that progress is 'knowing and remembering more' and that the 'testing effect' identifies low stakes assessment as key strategy advance learning. New learning is fragile and is usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to gain feedback at some distance from the original teaching input when assessing if learning is now secure.

Teachers use a range of techniques including low-stakes testing, feedback (verbal, written) and end of unit 'Proof of Progress' tasks to help pupils know and remember more. Daily assessment helps teachers check whether pupils are at risk of falling behind in lesson sequences, and to address gaps and misconceptions.

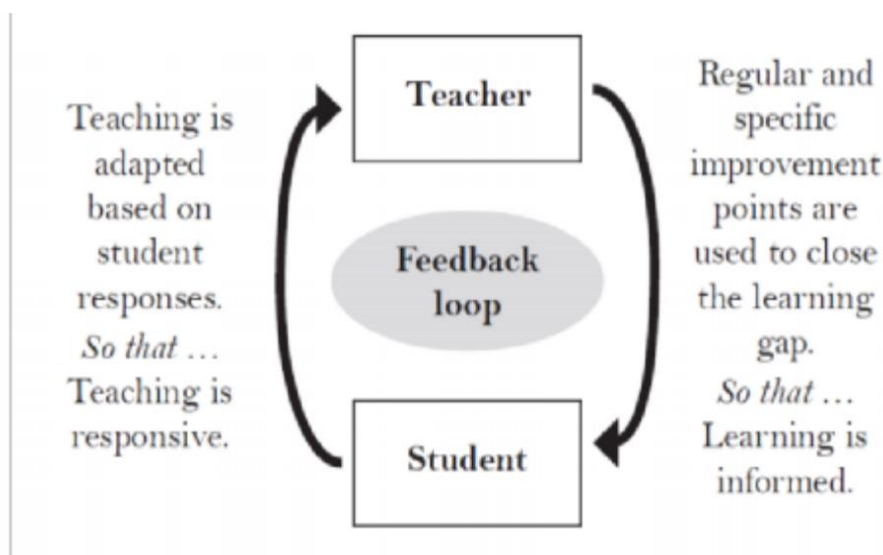
Formative assessment practice in our schools reflects the principles of Dylan William's 5 principles

1. **Clarifying, sharing, and understanding learning intentions and criteria for success.** That means helping pupils to really understand what their classroom experience will be and how their success will be measured.
2. **Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning.** This refers to developing effective classroom instructional strategies that allow for the measurement of success. We apply Rosenshine's 'Principles of Instruction' to classroom practice to this end, by checking for understanding, for example with hinge questions that students should be able to answer at a certain point in the lesson, before they move on. We ask a large number of questions and check the responses of all students. (see appendix 'Principles of Instruction').

3. **Providing feedback that moves learning forward.** To accomplish this, teachers must work with pupils in a 'feedback loop'.
4. **Activating learners as instructional resources for one another.** Getting students involved with each other in discussions and working groups can help improve their learning.
5. **Activating learners as owners of their own learning.** Teaching students to monitor and regulate their learning increases their rate of learning.

Feedback and Marking

Feedback takes place verbally and through written marking. Both serve the purpose of generating a feedback loop:



- The sole focus of feedback should be to further children's learning.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- The quantity of written feedback should not be confused with the quality.
- The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work. All marking should be meaningful, manageable and motivating.
- Marking will serve a single purpose – to advance pupil progress and outcomes. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand.
- Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing. Consistency across schools still important, but this can come from consistent high standards, rather than unvarying practice.
- Schools will develop their own marking procedures responding to the different workload demands of each subject/phase, and drawing on teacher professionalism to create meaningful and manageable approaches.
- Not all work should or can be marked in depth. Indeed, the use of meaningful self and peer assessment would lighten the marking load but also enrich the dialogue between teacher and student about the student's learning.
- Teachers are expected to use accurate marking and to feedback to students at regular intervals. Within each unit of work, subject areas should identify regular key pieces of work for accurate marking and a response to feedback. These pieces of work will focus on the assessment of progress against specific learning objectives. These key pieces will also be identified in the subject plans which occur regularly.
- Success criteria will be shared with pupils so that they can be involved meaningfully in the process of marking and feedback, knowing what constitutes good learning and how learning can be improved.
- Pupils must be given the opportunity to respond to the marking and feedback in order to show understanding of how they can improve their learning through redrafting, corrections, extension work or applying ideas to new situations or problems.
- Teachers are responsible for regularly recording marks or comments for students' work, either electronically or on paper, in accordance with the school's marking policy.
- Pupils themselves will be trained in the principles that underpin effective feedback techniques, so that they become skilled in giving and receiving feedback, and can evaluate their own and others' efforts accurately and robustly with sensitivity.

- Adults will be entitled to high quality CPD that focuses on these key skills that will enhance assessment, and will be expected to work together in a Teaching and Learning Community that is committed to improving and sharing good practice.

Key to the Mastery model of teaching and learning in the standards based curriculum is the assumption that given time and quality instruction, **all pupils can and will eventually** master the core intended learning (basic skills). We consider a normal distribution of APTITUDE for learning as a baseline from which all things are possible, rather than considering baseline as an indicator of ABILITY that is necessarily fixed. We believe that the time required for some pupils to master new learning in any context will be greater than that required by others, and the learning is therefore be planned carefully to take account of this. We do not believe that it will be the same pupils in each new learning experience that will require more time.

Thus in lessons embedded in longer sequences and units of work, first **all** pupils are introduced to new learning and given opportunities to develop their understanding. Then formative assessment strategies are used to distinguish those learners who successfully mastered the new learning, and could clearly demonstrate it, from those who needed more time and correctional instruction in order to do so. Thereafter the former group will be provided with opportunities to deepen and enrich their understanding, whilst the latter group will receive further support and feedback personalised to their needs, so that they too achieve the intended learning in the time allocated. Intervention and additional support are provided immediately for any pupil not mastering the basics required in the time given.

Assessing mastery in the classroom is a key skill. Adults and pupils are fully supported by the agreed recording and reporting processes.

RECORDING AND REPORTING ATTAINMENT AND PROGRESS

Evidence of pupil attainment and progress will be generated from:

- The outcomes of daily learning as observed and noted by adults and pupils themselves.
- Termly and annual end of year teacher summative judgements of mastery of ARS.
- the outcomes of, and comparison between scores in, statutory assessments in Reception on entry (BASELINE), at end of Y2 (KS1 Teacher Assessment informed by tests) and end of Y6 (KS2 Teacher assessment in writing, and in tests).
- The tracking of pupils' phonic knowledge and results of their phonic screening checks.

Principles that underpin our recording and reporting system:

- Formative assessment strategies must be **integral to daily teaching and learning** and used by teachers routinely to gather information to enable them to plan provision that is well matched to need.
- Records kept by teachers of formative assessments made must be simple, manageable and flexibly linked with planning documentation.
- Pupils will be fully engaged in evaluating and collecting evidence of their learning journeys and be expected to contribute to, or lead, pupil conferencing with adults, including parents.
- Systems for measuring and recording summative assessments are to be regarded **as an assessment tool only**- a means of taking a step back to reflect on the "big picture" of where a learner or a group of learners are in their journey periodically. As such, summative judgements will be **made no more than three times annually**.

Assessment of the non-core subjects:

- Component learning in foundation subjects is defined in each unit and on the long term plan. Checking these components is central to low stakes quizzing in lessons. Teachers record the results of these quizzes in formats decided at school level. The tracking spreadsheets for curriculum milestones also detail component knowledge.
- POP tasks: These are designed to check pupils' mastery of knowledge and skills. They are typically completed at the end of a unit. They help teachers check mastery of the subject content and identify gaps. A composite of the POP tasks' outcomes is recorded on the foundation subject tracking sheet annually to be transferred to the next teacher.
- To guard against possible negative effects of summative assessment on key elements of successful learning behaviours (self-esteem, self-efficacy, confidence, motivation and positive mindset), the articulation of these summative measurements will **not be part of the dialogue with pupils** about their learning. The purpose of

these summative measurements is purely for recording periodic attainment, in a tracking system, as **a tool for management**. So the language we use to articulate learning and progress to pupils and parents will be clear and direct and will support learning, but will be different from the language we use at leadership level to articulate learning and progress for statutory reporting purposes.

Our aims for an effective recording and reporting system are that it will:

- be simple and easily understood by internal and external users
- provide key indicators about attainment and progress of pupils
- enable the analysis of the extent to which learners are on track within ARS to meet the expected standards as measured by end of KS1 and KS2 statutory assessments
- use a language that is sensitive to those whose attainment is currently below the age related expectation
- enable parents and learners to understand the extent of their learning so far, and the next steps to be supported on the journey
- fully inform the performance management of adults

RECORDING: for purposes of teaching and learning:

The teaching sequences planned will provide a learning journey in which learners will:

1. **be INTRODUCED** to new knowledge and skills and expected to make efforts to recall and reproduce the learning
2. **DEVELOP** understanding of the concepts by applying their learned skills and knowledge
3. be expected to be able to **DEMONSTRATE** their grasp of the new learning by using thinking and reasoning strategies to use it in a range of contexts because they are **MEETING** the requirements of the expected learning
4. be provided with meaningful and relevant opportunities for wider and/or deeper experiences because they have met and are **EXCEEDING** the requirements of the core learning. This may include teaching what they have learned to others

The following simple recording tools for reading writing and maths are photocopied on the reverse of weekly plans, and are used by adults, together with the plans, to keep simple records over time of the degree of pupil mastery of the planned learning, and to inform next steps to support the subsequent learning.

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REPORTING: attainment and progress to pupils and their parents/carers:

When reporting to parents we believe that in order to avoid pupils becoming labelled, expectations becoming limited, and the development of fixed mind-sets with regard to achievement possibilities, a different language should be used

The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation about learning that involves the pupil fully, and an annual written report as required by statute.

Reports to parents will be a rich, qualitative profile of what has been achieved and will indicate next steps. In particular, they will:

- Meet statutory requirements
- Use clear, jargon free language to provide information about attainment compared with national expectations (ARS)
- Indicate whether the pupil is *working well within/slightly below the expected range for his/her chronological age, or that he/she has a strong understanding of the concepts taught in the year and has been working on extension activities to deepen his/her knowledge in preparation for the next phase.*
- Provide examples of particular areas of success, current focus and indications of next steps.
- Promote engagement in their child's learning with an opportunity for dialogue that involves themselves, staff and the pupil
- initiate discussion as to the nature of their support throughout the year so that achievement is celebrated and action taken appropriately where learning is less secure.

Moderation:

We work together regularly to conduct work scrutiny and pupil conferences in every term to ensure that assessment judgements made within MNSP Trust Schools are collaboratively agreed and robustly moderated. We will meet with at least one other local school annually/termly to compare our performance and to moderate each other's judgements in core subjects. Where possible we arrange for an external moderator with appropriate expertise to attend these meetings in order to further moderate our judgements.

Target Setting

At the start of the reception year, staff undertake the baseline screening. This informs targets for the coming year.

Targets for end of year attainment for reading, writing and mathematics for Key Stage 1 are set based on teacher assessments and outcomes in these areas in the Early Years Foundation Stage. Pupils' achievement in phonics is carefully tracked and is used to inform targets for reading at the end of Year 2. We expect all pupils to achieve the phonics screening check by the end of Year 1, unless there are exceptional circumstances why they cannot. Expectations are recorded in our SIMs program. At Key Stage 2, targets are set based on teachers' assessments and on Key Stage 1 attainment information. National comparative data and information from the Fisher Family Trust helps us to set appropriately challenging targets. We track pupils' progress towards their targets each year. Targets are submitted to the trust and discussed with the school's improvement partner. After every summative assessment point, teachers have pupil progress meetings with senior leaders. Actions are identified and any additional teaching or classroom adaptations are arranged.

As part of pupils' annual reports, we report on pupils' progress towards their targets. Statutory assessment results for the EYFS, Year 1 and Year 2 phonics screening checks, the multiplication screening check and at the end of Year 2 and 6 are reported to parents via school reports.

WHAT PURPOSE does it serve?	WHY is it important?	How will we do it?	What the adults will be Doing*	What the pupils will be doing	Principle? Effective assessment must be
<p>FORMATIVE</p> <p>(Assessment for or as learning)</p>	<p>Because it is integral to quality teaching and facilitates deep and profound learning</p> <p>Because it provides immediate evidence that can be used to support the learners in learning</p> <p>So that chosen teaching strategies closely match the learning needs of the learner.</p> <p>The synthesis between adult understanding of pedagogy and progression in a subject allows the collection of evidence that informs support for progression in learning to be provided over time towards an agreed summative goal or standard.</p>	<p>“On the fly “ in lessons</p> <p>By making expectations clear in lessons and being explicit about how it contributes to ARS</p> <p>By sharing the secrets of success</p> <p>Through questioning and the giving and seeking of appropriate, focused feedback.</p> <p>Through regular, planned learning conversations (adult/learner, learner/adult, learner /learner) about learning journeys</p> <p>By seeking, reflecting on and responding to evidence from dialogue, demonstration and observation with reference to ARS</p>	<p>Making expectations and ARS clear.</p> <p>Providing models and exemplars</p> <p>Supporting identification of successes and next steps</p> <p>Using a wide range of assessment strategies when teaching (CR SA PR and PER)*</p> <p>Asking questions to promote thought and to elicit information of existing knowledge or of learning taking place.</p> <p>Engaging in interactive dialogue with learners that focuses on the goals and standards</p> <p>Managing questioning in ways that engage all pupils</p> <p>Looking for the negative and positive impact of the learning experiences they provide</p> <p>Giving feedback that requires every learner to think and respond in order to improve</p> <p>Creating positive teaching and learning relationships</p> <p>Praising and encouraging effort rather than ability</p> <p>Using information gathered to intervene appropriately and in a timely manner to take learning forward</p>	<p>Actively thinking and articulating their learning achievements. Identifying their learning needs</p> <p>Focusing on key aspects of the tasks with reference to success criteria /standards</p> <p>Responding in ways that demonstrate where they are in their learning. (CR SA PR and PER)*</p> <p>Collaboratively identifying next steps in learning</p> <p>Expecting/demanding feedback on their efforts</p> <p>Evaluating their own and others’ work against known criteria</p> <p>Explaining their difficulties</p> <p>Making improvements in response to suggestions given</p> <p>Demonstrating their learning successes</p> <p>Helping each other. Helping the adults to know how to help them</p>	<ul style="list-style-type: none"> • Integral to the planning and teaching cycle • Central to classroom practice • Linked with known standards that are predetermined and shared. • Promoting the understanding of learning goals and associated criteria • Sensitive and constructive • Fostering motivation • Recognising all educational achievements • Focusing on how learning happens • Helping the learner know how to improve • Developing the capacity for self and peer assessment • A key professional skill.

WHAT PURPOSE does it serve?	WHY is it important?	How will we do it?	The adults will be	The pupils will be	Principle? Assessment must be:
SUMMATIVE (Assessment of learning)	As a series of snapshots in time it provides evidence of what learning has taken place individually or collectively to date.	Collect periodically summative judgements based on observations and evidence gathered in lessons.	Using evidence from a range of children's responses collected and gathered over time in the course of their teaching to inform and record, in an agreed manner, summative judgements against the specific standards taught (3-6 times annually)	In the course of their learning, producing clear evidence of what they know, can do and understand. Articulating their successes and difficulties as well as their learning needs. Engaging with interest and enthusiasm in well planned activities that yield rich information about what they have learned, are relevant to the standard being taught and closely matched to their learning needs.	<ul style="list-style-type: none"> • Reliable • Valid • Fit for purpose • Measuring what has been taught • Very clear about the standards/criteria being measured • Used to develop an understanding of progression
	Provides evidence over time that can inform decisions made about interventions and resource allocations	By analysis of summative periodic data, determine where focused support is needed and where deeper learning or application is required.	(SLT) collecting centrally and analyse cohort data, and use the analysis to inform adults and pupils about changes required to provision and focus required in interventions.		
	Provides evidence at the end of a year/key stage about the extent of the required mastery that an individual/group/cohort has achieved.	Use end of year and end of key stage summative assessment to judge the extent of the mastery of the standards by individuals, groups and cohorts,	(Teachers) Reporting end of year outcomes as required by statute	In receipt of information about their personal achievements Engaging in appropriate transition activities that are fully informed by accurately reported assessments	
	Provides evidence for accountability purposes – how successful are schools/teachers at improving pupil learning compared with other schools nationally	Administer end of key stage statutory tests and provide evidence of progress over time from internal tracking.	(SLT and teachers) Recording and reporting outcomes of summative end of KS tests and teacher assessments according to statutory requirements.	Confident in the knowledge that the next teacher is well informed about his/her learning needs.	<ul style="list-style-type: none"> • Used appropriately as a useful indicator of classroom/department or whole school performance

SIMS Assessment Parameters of Use – September 2022

Assessment Week	Deadline for data to the MAT
Autumn Term: 14 th November	25 th November 2022
Spring Term: 6 th March 2023	24 th March 2023
Summer Term: 19 th June 2023	7 th July 2023

Summative Assessment Cycle 2022-2023

Autumn - YARK Assessments for bottom 20% at least

<u>Year Group</u>	<u>Reading</u>	<u>Grammar</u>	<u>Maths</u>
R	Baseline assessment, phonics check and autumn 2 teacher assessment		
1	Teacher Assessment	Phonics test	Teacher Assessment
2	2017 paper	Phonics test	2017 paper
3	NFER	NFER	NFER
4	NFER	NFER	NFER Times Tables Check
5	NFER	NFER	NFER
6	SATs 2018 paper		

Spring - YARK Assessments for bottom 20% at least

<u>Year Group</u>	<u>Reading</u>	<u>Grammar</u>	<u>Maths</u>
R	Teacher Assessment and phonics testing		
1	NFER	NFER	NFER
2	SATs 2018 papers		
3	NFER	NFER	NFER
4	NFER	NFER	NFER Times Tables Check
5	NFER	NFER	NFER
6	SATs 2019 papers		

Summer - YARK Assessments for bottom 20% at least

<u>Year Group</u>	<u>Reading</u>	<u>Grammar</u>	<u>Maths</u>
R	Teacher Assessment and phonics testing		
1	NFER	NFER	NFER
2	SATs Practice Paper - 2019 paper or 2022 if SATs goes ahead! 2022 SATs or 2023 if SATs goes ahead!		
3	NFER	NFER	NFER
4	NFER	NFER	NFER Times Tables Check
5	NFER	NFER	NFER
6	Practice Paper- 2022 SATs 2023 SATs		

Entering Assessment Data

Ongoing termly assessment against the PoS Expectations or age related milestones in reading, writing and maths/EYFS profile are completed regularly by the class teacher using the judgements **E** (emerging), **D** (developing), **S** (secure). This is a formative assessment tool and teachers should use their professional judgment. Teachers must ensure that gaps from previous year(s) are addressed in addition to the current year group's objectives.

National Curriculum Expectations

Columns for recording the end of year statutory expectations (highlighted in green), MUST be completed as indicated on the SIMS mark sheets. **It is expected that all schools follow the timing for these. For example, all Autumn expectations must be completed by the end of the Autumn Term.**

Where NC objectives are shared across 2 year groups, e.g. Years 3 and 4, teachers must judge whether a pupil has completed an expectation appropriately for their relevant year group.

Entering Standardised Scores:

Following the agreed standardised testing (Years 1 – 6: NFER/SATs) three times a year during terms 2, 4 and 6, the standardised scores will be entered as:

Below 70	(Working below level of test)
70 - 84	(Below average band)
85 - 94	(Within average banding, but counting below ARE)
95 - 114	(Within average banding, counting as ARE)
115 and above	(Above average band) 110 in Y6 SATs

Entering a Child's Depth of Learning:

Where a child is assessed at Greater Depth then this can be entered as an overall judgement at the end of the academic year using **GD** e.g. Y3GD. This will be based on a consistent evidence trail of work throughout the year where the pupil has demonstrated he/she is working at greater depth over a variety of objectives. During the year indications of GD learning should be noted according to the school's own monitoring procedures, such as Pupil Progress Meetings.

Greater depth achievement is based on the professional judgement of the teacher, their test scores, work books and any other evidence that demonstrates a child is operating at a higher level.

A test score in a KS2 SAT paper of 110 or above would indicate a child may be working at greater depth. There is no comparative score at KS1 as greater depth is not tested.

A NFER test score of 115 - 120 or above would indicate a child is working at greater depth.

Special Educational Needs

The expectation is that children are assessed against their relevant curriculum. This may be different to the actual year group that they are in.

Interventions

By looking at the NC14 page (overview of objectives) it is possible to use it as a tool to identify intervention groups as this gives a clear indication of gaps in their learning.

English as an Additional Language

These children will be identified through the schools MIS, however, they will be assessed against their relevant curriculum.

Teachers will use SIMS to record achievement in reading, writing and maths for NC14 and against all the areas of the EYFS.

Threshold Settings

When assessing a pupil's overall understanding, knowledge and skills attained from the year group's PoS, SIMS will use an overall summary percentage to show how many of the objectives have been achieved.

- **Emerging** judgment: Pupil's record shows they have **begun** completing objectives in a year band (0 - 33%)
- **Developing** judgment: Pupil's record shows they have completed **many** of the objectives in a year band (34 - 66%)

- **Secure** judgment: Pupil's record shows they have begun completing the **greater majority** of the objectives in a year band (67 - 100%)

Analysis of Data

Data is analysed at Trust level and SLT level. Teachers are expected to analyse the progress of their class, paying particular attention to vulnerable groups.

Appendix 3 'Principles of Instruction' Barak Rosenshine

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



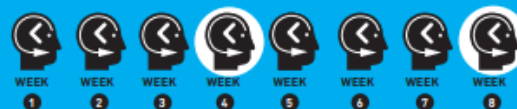
Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.