



Approach to Assessment in English & Maths

- We use termly teacher assessments in Reading, Writing and Maths utilising a combination of standardised tests and formative assessment to build up an accurate picture of current individual and cohort performance.
- Proportions of children in each category (both attainment and achievement) are recorded on this termly basis, and used to inform intervention priorities for the following term.

| Comparison with age expectation | Teacher Assessment of learning characteristics | FFT band | Predicted scaled score | End of Key Stage Performance Descriptor |
|---------------------------------|---|----------|------------------------|---|
| Well above age expectations | As below, but is demonstrating significant skills and knowledge beyond the curriculum. They can consistently apply their skills in a range of contexts and can synthesise and evaluate ideas. | M | | |
| Above age expectations | Is on track to exceed national expectations. They are almost always successful in understanding the key learning and are able to apply their skills, in a range of contexts. Can often explain or justify their ideas. | A | >110 | Working at greater depth within the expected standard |
| Just above age expectations | Is on track to meet end of year expectations. They are usually successful learners, at that year group level, showing good understanding of over 80% of objectives taught. They are usually able to learn new skills and use them accurately and independently though they may make occasional errors in applying their learning in other contexts. | | | |
| At age expectations | Is on track to meet end of year expectations. They are usually successful learners, at that year group level, showing good understanding of over 80% of objectives taught. They are usually able to learn new skills and use them accurately and independently though they may make occasional errors in applying their learning in other contexts. | N | 100 | Working at national expected standard |
| Just below age expectations | Is able to access the curriculum, but has gaps in their learning. They sometimes struggle to embed new concepts and sometimes need additional support to apply independently. | | | |
| Below age expectations | Is not accessing the curriculum without heavily personalised support and scaffolding, which may be due to EAL or barriers to learning. The child may be doing different tasks to the rest of the class and/or receiving focussed intervention. | W | <85 | |
| Well below age expectations | Is working significantly below the correct curriculum, or on P scales, | | | |

Progress Measures

Across EYFS

We will track children against age expectations in each of the elements of 'Development Matters' and place them in the 7 attainment bands indicated earlier.

There will be a baseline assessment within first 4 weeks of term, and updates at the end of each term. Total % will be updated to inform all stakeholders of progress.

We will focus on the % of children likely to achieve a 'Good Level of Development' by the end of the Key Stage, with particular attention for intervention and planning to any elements within the Development matters in which attainment is weaker.

Across Key Stage 1

We will track the % of children making expected or above expected progress using the progression matrices below. We will also total the % children in each band by cohort and group.

| KS1 Attainment (Assessed termly) | Well below | Below | Just below | At age expectations <i>'Expected standard'</i> (FFT: N) | Just above | Above <i>'Greater Depth'</i> (FFT: A) | Well above |
|--|------------|-------|------------|---|------------|---|------------|
| EYFS Outcome | | | | | | | |
| Not reaching GLD | | | | | | | |
| GLD | | | | | | | |
| Exceeding GLD | | | | | | | |

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| Expected progress | |
| Exceeding expected progress | |

Across Key Stage 2

We will track the % of children making expected or above expected progress using the progression matrices below. We will also total the % children in each band by cohort and group.

| KS2 Attainment (Assessed termly) | Well below | Below | Just below | At age expectations <i>'Expected standard'</i> (FFT: N) | Just above | Above 'Greater Depth' (FFT: A) | Well above (FFT:M) |
|--|------------|-------|------------|---|------------|--|---------------------------|
| KS1 Outcome | | | | | | | |
| Below | | | | | | | |
| Working Towards | | | | | | | |
| Expected | | | | | | | |
| Greater Depth | | | | | | | |

| | |
|-----------------------------|--|
| Expected progress | |
| Exceeding expected progress | |