



Assessment Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and governors of the school, based on best practice advice (where available) from Lancashire County Council.

1. Mission Statement

Creating an inspirational and vibrant community where all members are able to achieve excellence as proud, confident individuals.

2. Aims

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents which enables them to support their child's learning;
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

3. Subject Statement

At Coupe Green Primary School, we believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment **for** learning and assessment **of** learning.

Assessment **for** learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim. At Coupe Green Primary School, assessment for learning is based on four principles:

- Making the learning objective (L.O.) clear and using success criteria
- Peer/self-evaluation
- Pupil feedback
- Effective questioning

We give our children regular feedback on their learning so that they understand what it is that they need to do to get better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers make these judgements at the end of a unit of work, the end of a term, or at the end of a key stage. Test results back up teacher assessment judgements and show how well children perform in test conditions. At Coupe Green Primary School, we have a termly summative assessment system, so that we can track individual's progress and facilitate interventions when necessary. This summative assessment should confirm the on-going formative teacher assessments.

4. Planning for Assessment

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.

Teachers more often than not share the learning objective (L.O.) with the children as the lesson begins however there may be occasions when the children form the learning objective with the teacher. They also indicate the way in which the activity is linked to the learning objective (how?), and the success criteria (remember to) against which the work will be judged.

We make a note of individual children of any information that may need to be considered for the next lesson and allow children to make good progress. We also keep this information as a record of the progress made by the class.

5. Assessment in Early Years Foundation Stage

On entry to Nursery and Reception, our pupils are assessed using Development Matters and the Early Learning Goals and that information is inputted into school trackers. The teacher and teaching assistant carry out simple assessments and observations to gain a base line assessment within the first two weeks of the term. Results are used to action plan for EYFS, inform planning, set targets and aid early identification of special needs.

During Nursery and Reception, children will be assessed using the EYFSP which is based on the teacher's on going observations and assessments in the three prime and four specific areas. Each term, every child's developments and achievements are tracked and recorded on the school's tracking system.

Termly pupil progress meetings give an opportunity for teachers to identify any children who are exceeding, or below expectations and then arrange interventions where necessary. Learning journeys and the electronic programme '2 simple' also record assessments and development across the stages. The e profile is emailed to parents every two weeks and learning journeys are shared with parents at parents evening or necessary occasions.

6. Assessment in KS1 and KS2

Children will be assessed in the Autumn Term using the KLIPs, which are based on the Lancashire assessment tool. (Appendix 1) Children are expected to enter the Year at the age appropriate expectation (Entering) Within the three terms, they are expected to reach Secure for their age group.

IDEAL SCENARIO

Autumn: Entering
Spring: Developing
Summer: Secure

Not all children may reach Secure at the end of each year. Those children are to be tracked and interventions put in place in order to close the attainment gap. This will be done through pupil progress meetings.

If a child reaches Secure in Spring term, the expectations is to widen and broaden the learning experiences in the year and to apply the knowledge learnt. Some children who are working well above the year group expectations may work at the year group above if appropriate.

Tests

Children complete summative assessments on a ten weekly cycle: week ten, twenty and thirty. We believe that using this cycle allows teachers to ensure that enough learning has taken place before a formal test is completed, allowing children to consolidate learning. Reading, Writing, Spelling, Grammar and Maths are tested in the ten weekly assessment weeks.

Y2-Y6 will complete a test in Reading, Grammar and Maths termly. This is used to back up the teacher assessment but also prepares the children to cope within a test and develop test techniques.

Y2 and Y6 children may complete additional tests or do parts of SATS materials within lessons to further develop their understanding and develop test techniques. All Year 2 and 6 pupils will complete a statutory assessment in May.

A range of test materials are used including past SATS papers, Lancs Maths tests and Testbase materials.

Maths Assessments

In Maths, every three weeks the children are tested using the 'Testbase' arithmetic tests and complete weekly times table challenges on Times Table Rockstars. These results are recorded internally and analysed by the Maths subject leader.

Phonics Assessments

All year 1 children will undertake a phonics screening test in June. This is a test consisting of 40 words - both real and nonsense words. Any child who does not reach the expected standard, set by the government each year, will re-sit the test the following year.

On a daily basis Nursery, Reception, Year 1 and Year 2 children are assessed according to the phonics curriculum 'Letters and Sounds'. They may record notes for individual pupils on their plans and/or on a phonics tracker that is completed termly. (Appendix 2) SLT analyse the data with the class teacher and interventions are put in place in order to close the attainment gap where necessary.

Reception and Y1 children will receive words to read and spell according to the Year group expectations and word lists. They will be tested informally in phonics lessons, group activities or tests.

Reading Assessments

Children in EYFS and KS1 follow a book band system for reading. Each level of reading has a colour and this progresses from Lilac – Lime throughout the key stages. (Appendix 3) Children are assessed in reading through 1:1 reading time as well as guided reading. Children then complete reading tests, using Pearson test materials and past SAT papers in the ten weekly assessment cycle.

Reading Word Lists

By the end of each year the children are expected to be able to Read the Word List for the year group. Teachers will carry out their own assessments throughout the year to track pupil achievement. (See Appendix 4)

Writing Assessments

Whole school writing assessments are conducted in assessment weeks following the ten-weekly cycle, assessing children in week ten, twenty and thirty. The whole school has the same topic to write about covering a range of genres and audiences throughout the year. This is assessed alongside writing books and portfolios to make a teacher judgement and identify areas of strength and development.

Spelling Assessments

In Y2-Y6 spelling is taught on a 2-week cycle. Every other week the children are tested on the word list linked to the ‘taught spelling pattern’ as well as a few other words linked to the rule or pattern. By the end of each year the children are expected to be able to spell the Word List for the year group. (See appendix 4) Teachers will carry out their own assessments throughout the year to track pupil achievement.

Curriculum Assessment

In the tenth and thirtieth week (Autumn 2 and Summer 1) teachers will assess the children according to the National Curriculum and use KLIPS materials to support assessments for all subjects. This is then entered into a tracking spreadsheet to give attainment and progress across the entire curriculum. The curriculum leader and SLT analyse the data and use it to set focus subjects, support or challenge for pupils.

7. Records and Record keeping

On our planning sheets, we record only those pupils who do not achieve the planned learning objective, or those who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson.

We record a child’s progress in reading, writing, Maths and phonics using the Lancashire KLIPS (Key Learning Indicators of Performance) documents. These are updated regularly, as a result of well-planned daily guided reading sessions, streamed phonics sessions and opportunities for independent writes.

Each term, summative assessments in reading, writing and maths occur and the results are inputted onto the school's tracking system for the assessment timetable (see appendix 5) and tracking information (Appendix 6). These assessments are used to confirm our teacher assessments in these subject areas. These results are analysed by the SLT. We also administer standardised tests in reading and spelling on a half yearly basis.

Pupil progress meetings are held every term, so that the children who are failing to meet the learning objectives have access to small group intervention and those children who are exceeding expectations are celebrated and challenged further. These pupils are identified through further assessments where age related attainment and standardised scores are considered.

8. Standardisation and Moderation

We conduct moderation staff meetings to check our levelling is accurate and in line with other classes. As well as this, we attend moderation meetings between local schools to ensure accuracy.

All subject leaders study examples of children's work and planning within their subject area.

Year 6 and Year 2 teachers also attend moderation cluster meetings with regard to levelling writing.

SLT moderate a cross section of each class's summative assessments every term.

9. Reporting

We have a range of strategies that keep parents informed of their child's progress in school. We also encourage parents to contact school if they have concerns about any aspect of their child's work.

In the Autumn and Spring term, we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year, we review their child's learning and discuss targets with parents. At the second meeting of the year, we evaluate their progress against these and other targets which have been set. Parents also receive a progress card which gives an indication of their child's application within school aspects and parents are informed if their child is 'on track' to achieve end of year expectations. Teachers suggest ways parents can support their children with further learning at home.

During the final term we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year in English, Maths and Science.

In the reports for pupils in Year 2 and 6, we also provide details of the standards achieved in the statutory tests. We also report the results of the Year 1 or 2 Phonics Screening Check at this time.

10. Feedback to Pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking (see Marking Policy), as this ensures that we all mark in the same way, and the children learn to understand it.

We give children verbal feedback on their work whenever possible, as this is the most effective form of feedback. We usually do this when the children are working during a lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write a comment on the children's work during marking. We give written comments to children of all ages.

When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we make it clear what the child needs to do to produce even better work in the future. Teachers may use a green highlighter to identify where the child has achieved according to the learning objective or the success criteria. A pink highlighter is used to suggest any improvement to work.

We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. We do this, to ensure that the time our teachers spend on marking really has an impact. The children use a purple pen to make any changes and improvements to their work.

11. Roles and Responsibilities

Governing Body/ (SEC)

Evaluation of Impact
Hold the HT to account
Whole school overview record
Summary of attainment and progress for each cohort and significant groups (Sec meetings, subject leader meetings and HT report)

Headteacher and Assessment Lead

Whole school analysis (inc trends over time)
Highlighting areas for improvement and allocation of resources (staff/materials/training/accommodation etc)
Managing the Monitoring/Assessment Calendars
Ensuring that decisions made and agreed are carried out
Prepares whole school data for presentation to the governors.

SLT

Monitoring the performance of teachers and overview of pupils
Analysing cohort/group data and preparing it for presentation to governors
Holding subject leaders/teachers to account for targets set
Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers

Hold teachers to account for impact where resources have been allocated
Ensure targets set lead to improved performance / rise in attainment

Team Leaders and SENCO

Monitor the performance in their team
Monitor the performance of vulnerable groups (SENCO)
Analyse and report on attainment and progress in their team for SLT
Highlight areas of strength to celebrate and weakness to support
Moderate and address issues arising from mismatch between data/pupil books/observations etc
Hold teachers to account for performance in their team.

Teachers

Operate within the assessment time frame
Meet or exceed the targets set for each child
Record and analyse pupil/ group results
Highlight areas to celebrate and to address ready for pupil progress meetings
Prepare for pupil progress meetings
Plan for timely intervention where needed and report impact
Record results ready for input onto the Tracker
Aware of the impact of their performance upon the whole school

This policy should be read in conjunction with the following documents:

- *Marking Policy
- *Teaching and Learning Policy

This policy will be reviewed as appropriate by the subject co-ordinator and members of the Senior Leadership Team.

Reviewed: September 2020

Appendix 1 – Example of Lancashire KLIPS

English Key Learning Indicators of Performance in Reading: Year 4



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Read books at an age appropriate interest level. ▶ Use knowledge of root words to understand meanings of words. ▶ Use prefixes to understand meanings e.g. <i>in-</i>, <i>it-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. ▶ Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-tion</i>, <i>-sion</i>, <i>-cian</i>, <i>-sion</i>. ▶ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below). 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i> fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i> ▶ Regularly listen to whole novels read aloud by the teacher. ▶ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. ▶ Learn a range of poems by heart and rehearse for performance. ▶ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. ▶ Orally retell a range of stories, including less familiar fairy stories, myths and legends. <p>Understanding the text</p> <ul style="list-style-type: none"> ▶ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i> metaphors, similes.</i> ▶ <u>Explain the meaning of key vocabulary within the context of the text.</u> ▶ Use dictionaries to check meanings of words in the texts that they read. ▶ <u>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</u> ▶ Make predictions based on information stated and implied. ▶ <u>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</u> ▶ Justify responses to the text using the PE prompt (Point + Evidence). ▶ Identify, analyse and discuss themes e.g. <i> safe and dangerous, just and unjust, origins of the earth, its people and animals.</i> ▶ <u>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</u> ▶ <u>Identify main ideas drawn from more than one paragraph and summarise these e.g. <i> character is evil because... 1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i></u> ▶ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. ▶ Recognise and analyse different forms of poetry e.g. <i> haiku, limericks, kennings.</i> <p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> ▶ Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▶ <u>Navigate texts e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</u> ▶ Record information from a range of non-fiction texts. ▶ <u>Scan for dates, numbers and names.</u> ▶ Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i> text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> ▶ Explain how paragraphs are used to order or build up ideas, and how they are linked. <p>Participating in discussion</p> <ul style="list-style-type: none"> ▶ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. ▶ Develop, agree on and evaluate rules for effective discussion. ▶ Make and respond to contributions in a variety of group situations e.g. <i> whole class, independent reading groups, book circles.</i>

Appendix 2 – Phonics Tracker

Letters and Sounds: Phonic progress tracking sheet – Early Years Foundation Stage through Key Stage 1

Class: Teacher/Practitioner		Progression	Autumn	Spring	Summer
<p>Phase 1 continues through Phase 2 - 8</p> <p>Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.</p>	<p>Phase 6_u(Yr 2) Working on: Recognising phonic irregularities, and becoming more secure with less common grapheme-phoneme correspondences Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</p>				Y2
	<p>Phase 5_u(Yr 1) Working on: Reading phonically decodable two-syllable and three-syllable words. Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes. Working on: Spelling complex words using phonically plausible attempts.</p>				Y1
	<p>Phase 4_u(Yr/Y1) Working on: Segmenting adjacent consonants in words and apply this in spelling. Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.</p>				YR/Y1
	<p>Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ff, ur, ur, er, ur, ur, ur, ol, gh, gh, oo</p>				
	<p>Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant digraphs ch, sh, ng</p>				
	<p>Working on: Reading and spelling CVC words using letters and short vowels. Letter progression Set 7: ck, zz, qu, Set 8: j, v, w, x</p>				
	<p>Phase 2 Working on: Using common consonants and vowels, blending for reading and segmenting for spelling simple CVC words. Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes. Letter progression: Set 6: b, f, ff, i, ll, ss Set 4: o, u, r Set 3: o, o, k Set 2: n, m, d Set 1: c, a, t, p</p>				
<p>Phase 3_u(7 Aspects) Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.</p>					

Appendix 3 – Reading Book Band tracker

 **Example Tracking Sheet Showing Book Band, National Curriculum and Phonic Phases.**
 Shading indicates average expectations for end of year.

Class Tracking Sheet for Reading							
Class: 2		Year: 1		Teacher:			
		Aut.1	Aut.2	Spr1	Spr.2	Sum 1	Sum2
Year 2	Lime Band 11 NC 3c						
Year 2	White Band 10 Phase 6						
Year 2	Gold Band 9 Phonic Phases 5/6						
Year 1	Purple Band 8 Phonic Phase 5						
Year 1	Turquoise Band 7 Phonic Phases 5						
Year 1	Orange Band 6 NC 1a Phonic Phases 4/5						
Year 1	Green Band 5 NC 1b Phonic Phase 4						
EYF5/Y1	Blue Band 4 Phonic Phases 3/4						
EYF5	Band 3 Yellow ELG Phonic Phases 3						
EYF5	Band 2 Red Phonic Phase 3						
EYF5	Band 1 Pink B Phonic Phase 2						
EYF5	Band 1 Lilac Phonic Phase 1						

Appendix 4 – Word Lists for Year Groups

English

Key Learning Indicators of Performance in Reading: Word Lists



Year 5					
apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign
leisure	persuade	shoulder	available	conscience*	environment
forty	lightning	physical	soldier	average	convenience
equip (-ped, -ment)	government	muscle	programme	stomach	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise
twelfth	rhyme	vegetable			

Year 6					
accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
yacht					



Appendix 5 – Calendar of Summative Assessment

	Assessment	Uses	Person Responsible
Ongoing	Arithmetic/Multiplication tests x 3 weeks throughout the year.	To assess attainment and progress in Arithmetic and Multiplication in Mathematics.	Class teacher and Maths Coordinator
	Reading word lists.	To assess the word recognition against the word lists.	Class teacher and Headteacher.
	Spelling assessment	To assess the attainment and progress in Spelling and against the word lists.	Class teacher and Headteacher.
September	EYFS Baseline	To create a measureable baseline from which to measure children's progress.	EYFS teacher and Headteacher
October	Staff Appraisal	Professional discussion between staff and Performance management lead about the expectations for the year ahead and data targets are set.	Staff and Headteacher
	Half termly KLIPS Review	To update individual KLIP's records using evidence for English, Maths and Science.	Class teachers to collate and share with HT.
	Reception, Y1 and Y2 teacher	To update reading and phonics tracker using evidence. Running records used where appropriate.	Class teachers and Headteacher.
	Parents evening	To share with parents pupils targets, attitude and progress towards end of year targets.	Class teachers and parents.
November	SEC committee	To share pupil attainment and progress with governors, governors to ask challenging questions to headteacher about the data. Use Raises and LSIP.	SEC committee and Headteacher.
	Test week – Reading, Writing, Maths and Grammar tests – whole school.	To consolidate progress against English and Maths KLIPS covered.	Class teacher to mark and collate data. Share with headteacher and enter into pupil tracker.
	IEP Update	Class teachers to measure SEN children's progress against their own individual targets.	Completed by class teachers and shared with parents and SENCO.
	Mock Phonics Screening for Year 1.	To monitor progress towards achieving the expectation for phonics at the end of year 1.	Headteacher and Year 1 teacher.
December	Pupil progress reviews	Professional discussion between teachers and headteacher about the progress of their class and % of children on track. Discussion regarding possible 'closing the gap'	Class teacher is expected to bring relevant up to date data for their class to the meeting with

		strategies for those who are behind.	the head teacher. Inclusion leader to be involved with closing the gap.
	Reception, Y1 and Y2 teacher	To update reading and phonics tracker using evidence. Running records used where appropriate.	Class teachers and Headteacher.
	End of term KLIPS review	To update KLIPS records using evidence for all subjects.	Class teachers to collate and share with head so tracker can be updated.
	EYFS data submitted	To update EYFS tracker with attainment according to Development Matters.	Nursery and Reception teacher and Headteacher.
January	SEC committee	To share pupil attainment and progress with governors, governors to ask challenging questions to headteacher about the data.	SEC committee and Headteacher.
	Test week – Reading, Writing, Maths and Grammar tests – whole school.	To consolidate progress against English and Maths KLIPS covered.	Class teacher to mark and collate data. Share with headteacher and enter into pupil tracker.
February	Half termly KLIPS review	To update KLIPS records using evidence for English, Maths and Science.	Class teachers to collate and share with head so tracker can be updated.
	Reception, Y1 and Y2 teacher	To update reading and phonics tracker using evidence. Running records used where appropriate.	Class teachers and Headteacher.
	Pupil progress reviews	Professional discussion between teachers and headteacher about the progress of their class and % of children on track. Discussion regarding possible 'closing the gap' strategies for those who are behind.	Class teacher is expected to bring relevant up to date data for their class to the meeting with the head teacher. Inclusion leader to be involved with closing the gap.
March	Parents evening	To share with parents pupils targets, attitude and progress towards end of year targets.	Class teachers and parents.
	IEP Update	Class teachers to measure SEN children's progress against their own individual targets.	Completed by class teachers and shared with parents and SENCO.
	Mock Phonics Screening for Year 1.	To monitor progress towards achieving the expectation for phonics at the end of year 1.	Headteacher and Year 1 teacher.

	Reception, Y1 and Y2 teacher	To update reading and phonics tracker using evidence. Running records used where appropriate.	Class teachers and Headteacher.
	EYFS data submitted	To update EYFS tracker with attainment according to Development Matters.	Nursery and Reception teacher and Headteacher.
	End of term KLIPS review	To update KLIPS records using evidence for all subjects.	Class teachers to collate and share with head so tracker can be updated.
April			
May	Ks1 and Ks2 Statutory Assessment (Reading, Writing, Maths and Grammar)	To create an end of Key Stage judgement for children.	Headteacher (alongside Y2 and Y6 staff.)
	Test week – Reading, Writing, Maths and Grammar tests – whole school.	To consolidate progress against English and Maths KLIPS covered.	Class teacher to mark and collate data. Share with headteacher and enter into pupil tracker.
	Reception, Y1 and Y2 teacher	To update reading and phonics tracker using evidence. Running records used where appropriate.	Class teachers and Headteacher.
	Half termly KLIPS review	To update KLIPS records using evidence for English, Maths and Science.	Class teachers to collate and share with head so tracker can be updated.
June	Phonics Screening	To ensure Y1 (and any Y2 children who did not meet the expected standard are re screened) has the expected phonetic understanding and application.	Headteacher and classteacher
	EYFS Profile	To give a summative end to the children's reception year.	Class teacher and headteacher.
	SEC committee	To share pupil attainment and progress with governors, governors to ask challenging questions to headteacher about the data.	SEC committee and Headteacher.
	Reception, Y1 and Y2 teacher	To update reading and phonics tracker using evidence. Running records used where appropriate.	Class teachers and Headteacher.
July	End of year KLIPS review	To update KLIPS records using evidence for all subjects.	Class teachers to collate and share with head so tracker can be updated.

	IEP Update	Class teachers to measure SEN children's progress against their own individual targets.	Completed by class teachers and shared with parents and SENCO.
	Core subject Data analysis and summative report to governors.	Subject leaders to analyse data and to create a narrative to share with governors about successes and areas for development. RAG rate action plans.	Subject leaders and Governors.
	Annual reports to parents	To share with parents pupils targets, attitude, attainment and progress towards end of year targets on annual report. SATS and phonics results included.	Parents, class teachers and Headteacher.

Appendix - 6 Tracking information

Class	Expected attainment	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
		Aut	Spr	Sum															
3	Y							ENT	DEV	DEV	ENT								
3	N							DEV	SEC	ENT	SEC								
3	Y							ENT	ENT	SEC	ENT								
3	Y							DEV	DEV	SEC	DEV								
3	Y							ENT	DEV	SEC	ENT								
3	N							ENT	ENT	DEV	SEC								
3	N							ENT	ENT	SEC	SEC								
3	Y							ENT	DEV	SEC	ENT								
3	N							ENT	ENT	ENT	DEV								
3	Y							ENT	DEV	SEC	ENT								
3	Y							ENT	DEV	SEC	ENT								
3	Y							ENT	DEV	SEC	ENT								
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3	N							DEV	DEV	ENT	DEV								
3	Y							DEV	DEV	SEC	ENT								
3	N							ENT	ENT	DEV	SEC								
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