

# Our Approach to Assessment

## *'Making Aspirations Achievable'*

September 2022



## Our Mission, Vision and Values

We believe that children need to develop four key qualities whilst at our school:

1. Children who have **courage** and self-belief are most likely to achieve their aspirations;
2. Children who are **curious** about learning will question the world around them and always challenge themselves and others;
3. Children who have **compassion** will be, and teach others to be, better human beings;
4. Children who are **creative** will be able to solve the problems of the future.

To enable children to embody these qualities we must:

1. Nurture children as individuals and help them recognise what they have to offer as members of society;
2. Motivate and inspire children to achieve the highest standards in core skills;
3. Ensure children have the opportunity to achieve in all areas of learning and excel in those in which they have a passion or talent;
4. Provide children with memorable learning experiences.
5. Teach the children to respect the world, other cultures and beliefs.

As a result, the children will:

1. Know that they have something to offer that is valued.
2. Be excited about learning.
3. Be brimming with further questions that they want to explore.
4. Be motivated to further their learning outside of the classroom
5. Be knowledgeable and highly skilled.

# Our Aims for Assessment

We aim to ensure assessment is:



## Frequent

Assessment is part of everything we do and is integral to our teaching approach.

## Accurate

All of our assessment processes aim to give us a deep understanding of each pupil as an individual.

## Purposeful

We recognise a broad range of achievements equally and ensure that systems and processes in all subject areas build a holistic picture of performance resulting in clear goals for achievement.

## Shared

All of our children and families are treated as partners in assessment and as a result children are self-regulated and self-motivated learners.

## Acted Upon

As a community, we use assessment to improve and refine our practice.

## How we will ensure this happens:

### Assessment is part of everything we do and is integral to our teaching approach

**Daily:** Teachers adopt a dialogic approach to teaching and assessment. As a result all lessons provide an opportunity for formative assessment including; guided practice, effective questioning, focus group work and pupil feedback. (See Appendix 2). Teachers will also use observational assessment techniques similar to those adopted in EYFS in order to gain a holistic perspective of each individual's capabilities. (See Appendix 3).

**Weekly:** Assessment forms the basis of weekly planning and determines the next steps for learning. Intervention group feedback from support staff is used to further adapt lessons. Weekly discussions encourage a dynamic approach where no groupings are fixed and aspirations remain high for all. (See Appendix 12).

**By Unit:** Formal mini assessments are conducted at the beginning of each unit. This information further influences planning and determine the route that teaching will take in order to ensure all children achieve the key objectives. At the end of each unit the progress is assessed and recorded in the class assessment book in order to influence the next relevant unit of work.

**Half-termly:** Pupil Progress Meetings consider qualitative and quantitative assessment data which enables teachers to identify the next steps for the children in their class. Team Leaders unpick this data for their cohorts; plan to use resources strategically across the classes in their phase, tracking predicted trends in order to determine adaptations required to overall practice and inform the SLT of any additional resource requirements in order to meet the children's needs.

**Termly:** The Assessment, Maths and Reading and Writing Leaders provide termly summary reports of all internal and external data in order to identify trends for a range of groups. This results in whole school strategic decisions which ensure fantastic pupil progress for all groups. All children are assessed against age related expectations at the end of each term and this is mapped against their predicted targets in order to determine whether all of the children's individual needs are being met. (See Appendix 6).

**Annually:** Assessment information, quantitative and qualitative, is summarised at the end of each year in order to inform transition between classes and phases. There are strong connections between the school and feeder Secondary Schools as well as structured transition for those starting in EYFS. A performance data summary for the school is presented to the Governing Body every year and this data is tracked by our performance link Governor. (See Appendix 8).

### All of our assessment processes aim to give us a deep understanding of each pupil as an individual.

**Mini-Assessments:** Teachers use mini-assessments in every subject to identify the strengths and needs of all pupils. Mini assessments are targeted, dialogic, observational, individual or group assessments which encourage teachers to observe how the children work and think as well whether they reach the correct end point. (See Appendix 4)

**Observational Assessment:** Teachers are encouraged to observe pupils working in order to develop a deep understanding of the holistic child, placing great importance on building relationships which enable the child to show a true picture of their attainment. (See Appendix 3)

**Planned focus groups-** In some sessions teachers may plan to deliver lessons in targeted groups where the focus for each group is slightly different in order to better meet the child's needs. These can be set by the teacher, opted in by the child or sessions where children are able to leave the group when they feel they are ready. (See Appendix 11)

**Incidental focus groups- master classes:** When misconceptions are identified this is recorded on the focus group proforma (See Appendix 11). These are tackled in small groups or individually by all staff as soon as possible.

**Learning Journey Meetings:** Over the course of the year children build a portfolio of their achievements in all subjects. The teachers meet with each pupil over the learning journey week which takes place twice a year in order to reflect on their development as a learner and imbue pride in their achievements. The children are set development targets linked to the 4Cs as part of this process. Once the portfolio is complete either as a book or on Seesaw this becomes their school report.

**Phase Plan for Interventions:** Where children are identified as working behind expected standards in core subjects they will be assessed to see whether the recommended phase interventions would be appropriate ( See Appendix 14). If these are not deemed appropriate then individual programmes are implemented in line with the provision map.

**Target Setting:** Children are supported to reflect on and determine a learning habit target as part of the Learning Journey process.

**Testing:** (See Appendix 1 for schedule)

**Performance Indicator in Primary (PIPs) tests** - The tests are used for pupils in Years 1 to 6 and assess Reading, Maths and Developed Ability (potential) as well as measuring progress overtime and pupil attitudes to school. These tests are administered on a computer and adapt to each individual's responses to ensure accurate and thorough testing. (See Appendix 5).

**HAST** - Children complete a HAST spelling assessment in September and February. Testing materials are distributed by the English Leader and Class Teachers enter their pupils' scores onto Bromcom. Any children scoring below standard age expectations should have their answers carefully analysed using the HAST diagnostic guidance.

**National Testing and Mock tests** - Children in Years 2 and 6 sit statutory standard attainment tests (SATs) following the Standard and Testing Agency guidance. Mock tests can be used diagnostically (once in the Autumn Term and once in the Spring Term) but teachers should complete thorough question level analysis of the papers to inform future target setting, lesson planning and identifying booster/focus groups.

**We recognise a broad range of achievements equally and ensure that systems and processes in all subject areas build a holistic picture of performance resulting in clear goals for achievement.**

**Rewards and Recognition:** We have a restorative approach to behaviour management with consistent systems for recognising children's efforts and progress (See Behaviour Policy). This includes the Head Teacher Award Scheme, 4Cs certificates for individuals, postcards sent home to families and Year 6 prize giving.

**Classroom Records:** Every class has an assessment book where assessment reflections such as teaching objectives and focus children are noted so that teachers and TAs can help children to develop their skills and understanding.

**Electronic Tracking:** Children's test results and termly teacher assessment judgements are entered onto an electronic system (Insight) so these can be tracked and analysed over time. (See Appendix 6)

**Teacher Assessment:** Teachers undertake and record termly assessments in all subjects – which are recorded on Insight.

**All of our children and families are treated as partners in assessment which encourages children to develop as self-regulated and self-motivated learners.**

**Seesaw:** Teachers use our online learning platform, Seesaw, to communicate homework and post lessons in the event of the need for remote learning provision. (See Appendix 13).

**Learning Journeys:** We use Learning Journey books as a means of creating a portfolio of children's work over the year which acts as a basis for Learning Journey conversations and reflections.

**Reporting:** We meet with parents twice yearly (as a minimum) at parents' consultation meetings and provide a written report at the end of each academic year. Any communication with parents reflects on the achievements of pupils as well as their areas for development. We ensure that reporting is communicated sensitively but openly to provide parents with an accurate understanding of their child's learning and understanding. (See Appendix 9 and Appendix 10).

**Results:** Parents of pupils in statutory testing and assessment year groups will receive their results at the end of the academic year with clear explanations and guidance.

**Parental Workshops:** We run several workshops throughout the year to inform parents so they can support their child's learning at home. Previous examples include phonics workshops, online safety, KS1 and KS2 SATS information meetings, Maths workshops etc.

**Website:** Key curriculum and assessment information is shared on our school website for parents and the wider community to access.

**As a community, we use assessment to improve and refine our practice.**

**Internal Moderation:** We have termly moderation meetings within phases to ensure consistency in assessment judgements across classes.

**Across Schools Moderation:** We moderate our end of key stage assessment judgements with colleagues from other local settings including other primary schools, feeder settings and secondary providers.

**Local Authority Moderation:** We are a reflective community of staff who participate in collaborative training and discussions based on our assessment findings.

**Pupil Progress Meetings:** We have half termly/termly Pupil Progress Meetings where teachers present their assessment and progress information to the SLT resulting in action planning. (See template Appendix 7)

**Data Reporting:** Team Leaders and Subject Leaders provide termly reports on progress in their phase / subject making accurate judgements on areas of success and developments as well as recommendations for the future. (See Appendix 15)

**Data Link Governor:** A Data Link Governor is appointed to act as a 'Critical Friend' holding our SLT and Assessment Lead to account with regular meetings and discussions.

**Governor Reporting:** Governors are provided with headline data at the end of each academic year and a detailed analysis report with recommendations in the Autumn Term.

**As a result of this and our other policies and practices**

## When you walk into our school you will notice:

- A happy, purposeful and energetic community.
- Children that are polite, thoughtful and reflective.
- Children enjoying their time in school; engaged in learning and able to speak passionately about their interests.
- An inclusive environment where all children thrive.
- Children that are confident to ask questions and embrace challenges.
- Children demonstrating high levels of attainment and exceptionally competent and knowledgeable staff.
- Lots of learning outside and children moving around the school site.

## How? An appendix:

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# Appendix 2: Assessment Practices at Fulbourn Primary School

Children's progress is evidenced every day in their workbooks, which serve as a portfolio of their learning over time. To support teachers' judgements for attainment and progress, we have a range of compulsory and discretionary assessment tools and records that are included in the appendices of this policy. There is also a clear assessment schedule which outlines when any compulsory summative assessments should take place ([Appendix 1](#)). Summative assessment judgements for EYFS, national tests, PIPS tests and both core and foundation subjects are entered into our MIS (Bromcom). This data can then be used to measure attainment, to track progress of pupils, cohorts or subjects, as well as to fulfill our statutory reporting obligations.

## In-school formative assessment:

- Use of **mind-mapping** at the beginning and end of units of work, to assess prior knowledge and newly learned knowledge;
- Weekly notes allow for recording of **incidental observations** and information to inform future planning;
- **Planned observations** are a detailed observational assessment of a small group of pupils (2-5), targeting an area that you feel you would like to build a better understanding of with a clear assessment foci;
- **Five-minute observations** are usually used in EYFS and are very detailed notes on everything a child does over a five-minute period;
- **Incidental observation stickers** are observations recorded by any adults to contribute to the teacher's assessment records or to individual's workbooks;
- **Focus group records** are used to record small focus groups required following lessons in all subjects. Focus groups may be noted after marking, after careful questioning or from general observations;
- Quality assessment is often based on the **quality of questioning**. It is paramount that teachers understand what they are aiming for the children to achieve in order for them to judge whether this learning has taken place;

## In-school summative assessment

- **Mini-assessment tasks** (including cold/hot tasks) are used for all subjects when changing constructs, units or strands as appropriate. This may be a short quiz, written task, diagram, practical task, picture or drawing, but it should clearly focus on the teachers gaining a better understanding of a starting point for any of the key concepts and at the end to show how much progress has been made;
- **EYFS assessments** are made half-termly across all strands and are recorded onto assessment sheets in Bromcom by class teachers;
- **Foundation subject assessments** are made termly against the key assessment objectives outlined on our progression guides. Teachers record their judgements on subject assessment sheets in Bromcom;
- **Reading, writing and maths** assessments are entered onto assessment sheets in Bromcom termly using moderated teacher assessments. Children are assessed against year group descriptors from the National Curriculum and are judged on a 9-point scale ranging from Low Emerging to High Exceeding.
- **Spelling** is assessed using the HAST spelling test and is undertaken by pupils in Years 1-6 in September and February. The standardised scores are entered onto Bromcom by our Administrative Assistant to allow for tracking overtime;
- **Pupil Performance in Primary (PIPS) tests** are administered annually to all children from Years 1-6 and provide a standardised score in developed ability (potential), reading and maths. Pupils in Year 3

complete an additional Key Stage 2 Baseline test in September. The standardised scores for all pupils are entered onto Bromcom by our Administrative Assistant to allow for tracking overtime.

### **Nationally standardised summative assessment**

- Early Years Foundation Stage (EYFS) profile at the end of Reception.
- Phonics Screening Check in Year 1 and retakes in Year 2.
- Multiplication Check in Year 4.
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6).

### **Monitoring of Assessment Processes**

- Pupil progress meetings held monthly for all year groups
- Termly moderation of teacher assessments led by Team Leaders
- Assessment record monitoring periodically completed by Assessment Leader
- Termly phase 'Review Mornings'
- Subject leader monitoring
- Team Leaders to present termly data reviews to SLT
- Assessment visits from Assessment and Data Governor

# Appendix 3 – Assessment in the Early Years Foundation Stage

## **Transition into school**

The school works closely with pre-school providers and carers to share their knowledge of the children and assessment information. Wherever possible, practitioners also make home visits prior to the children starting school to allow staff to talk with parents and continue to build an understanding of children's interests, knowledge and skills. The combination of these is then used to plan successful transition and to ensure initial provision effectively meets the needs of all children.

## **Baseline assessment**

Practitioners make a baseline assessment judgement against the 'Development Matters' ages and stages by the children's third week in school. This judgement is based upon pre-school assessment information and observations of the children engaged in child-initiated and adult-directed activity in their new setting. This information is shared with the Local Authority.

## **Observation and formative assessment**

Formative assessment is based upon highly skilled practitioners observing children in the learning environment, using these observations to make assessments of children's attainment and using these assessments to inform planning which will support children to make progress.

*Extended observations* – Each child will have an extended (up to 10 minutes) observation recorded each half term. The holistic nature of young children's learning means that these extended observations will capture evidence of attainment across many different areas of learning and present a breadth of possibilities for supporting children's next steps across the EYFS curriculum.

*Planned observations* – Practitioners plan opportunities to observe children in a range of independent and adult-led activities across each half term to ensure a holistic picture of their development is created. Over a half term, children will have a recorded observation for each area of learning as a minimum.

*Incidental observations* – practitioners observe children demonstrating new skills, knowledge or interests. Where possible, these incidental observations will be captured on Seesaw to develop a holistic record of children's on-going development which is instantly shared with their families.

*SeeSaw* – All recording of observations will be done through the SeeSaw programme. An observation could include practitioner comments, photographs of the children or photographs of the children's work. Each observation will be tagged with a 'skill' which identifies which area of learning the observation relates to.

*Parents and Carers* – Parents and carers will be encouraged to contribute towards their child's learning journey on Seesaw to support a holistic assessment of each child's development. Parents will be able to upload comments and photographs to share children's learning at home and these will be acknowledged by the child's class teacher.

## **EYFS Profile**

Teachers make summative assessment judgements against the statutory 'EYFS Profile' at the end of the children's Reception year. The summative assessment is based upon the practitioner's knowledge of the child, including recorded observations. These judgements provide parents, carers and practitioners with a well-

rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels and their readiness for Year 1.

EYFS Profile judgements are rigorously moderated, within school and with local cluster schools annually and by the local authority when required. EYFS Profile assessments are used to inform provision for children as they enter Year 1 and where appropriate, children continue to work within the EYFS framework to support their development.

# Appendix 4 – How to use Mini-Assessments across the curriculum

**Mini-assessment tasks** (including cold/hot tasks) are used for all subjects when changing constructs, units or strands as appropriate. This may be a short quiz, written task, diagram, practical task, picture or drawing, but it should clearly focus on gaining a better understanding of a starting point for any of the key concepts and at the end to show how much progress has been made. Teachers know when written assessments are not appropriate for individuals and instead will hold verbal assessments, either 1:1 or in small groups.

## Writing – Cold and Hot Tasks

At the start of each English unit, children are introduced to the genre and then asked to complete a Cold Task piece of writing. Children are not taught what to include in their writing at this stage, but teachers give them an appropriate amount of inspiration and scaffolding to ensure each child can show what they can already do. Cold Tasks in Writing are always marked in detail to develop a set of 2-3 targets for each child to focus on during the unit of work. These targets are recorded in a place where children can easily refer to them and children are encouraged to re-read them each time they approach extended writing. At the end of each unit, children complete a Hot Task which is an independent piece of writing to demonstrate their learning. When marking the Hot Task, teachers consider which targets the children have met and which should be taken forward to the next unit.

## Reading

Mini-assessments in Reading should be undertaken at the beginning and end of every half-term. We use the assessments provided as part of the Big Cat Reading Scheme. The mini-assessment at the beginning of the half-term should be used to develop 2-3 targets for each child and inform guided reading sessions. At the end of the half-term, teachers should use another assessment at the same level to assess whether children have met their targets, and which targets should be carried over to the following half-term.

## Maths

Mini-Assessments are carried out at the start and end of each unit taught. Assessments are available from White Rose Maths or Testbase, however, teachers should consider if these assessments will tell them everything they want to know and adjust them accordingly. Mini-assessments in Maths help to develop likely focus groups, guide Maths Meeting planning and are crucial in considering staff and resource deployment for the support and extension of learning.

## Other Subjects

It is essential that a range of types of Mini-assessments are used in all subjects across the curriculum. This allows accurate assessment judgements to inform future lessons, plan interventions, identify focus groups and expose any misconceptions. Mini-assessments are not simply a list of test-style questions as this provides a limited understanding of children's knowledge entirely dependent on the content of the test. Instead, a wide range of assessment techniques should be employed including detailed observations, careful questioning, class and group discussions, practical tasks and encouraging children to apply their knowledge and skills in different contexts.

# Appendix 5: PIPs Test Guidance

## What are PIPS tests?

- These tests are provided by CEM (Centre for Evaluation and Monitoring) who are a leading provider of assessment and monitoring systems.
- They provide an annual assessment in maths, reading and developed ability with predictions to later outcomes and value added measures from previous PIPS assessments.
- PIPS stands for Performance Indicators in Primary Schools and provides a standardised score.
- The average standardised score is 50 and Bromcom automatically assigns a 'PIPS judgement' on a 9-point scale (low emerging to high exceeding).

## What do the tests measure?

### Developed Ability

- Picture vocabulary – matching a spoken word to a picture
- Non-verbal ability – matching a pattern on one side with the same embedded on the other side

### Attitudes

- Attitudes to mathematics, reading and school indicated by selecting points on a scale

### Reading

- Word recognition – identifying familiar spoken words in context
- Word Decoding – spelling unfamiliar and nonsense words
- Comprehension – reading through a passage and selecting words which fit into the sentence
- Spelling – finding the letters of a spoken word in a sentence

### Mathematics

- Number 1
- Number 2
- Measures, Shape and Space
- Data Handling
- Mental arithmetic – processing numerical tasks quickly and accurately
- Addition/ Subtraction/ Multiplication/ Division

## What does a PIPS report look like?

PIPS reports are distributed to Team Leaders by the Assessment Leader and PIPS scores are recorded onto Bromcom assessment sheets. Developed ability is indicated in the 'Context Column' with their previous score shown beside.

An average PIPS score is 50 and children should at least maintain their score to make expected progress.

PIPS reports also include information about a pupil's progress (value added) by comparing their prior and potential (context) scores.

Finally, it provides information on pupils' attitudes to maths, reading and school.

ePIPS '18-'19 Year Three Pupil Scores		School : 8732328 Class : Adriatic		Achievement				Attitudes								
class	name	Predictors			Attainment		maths		reading		maths	reading	school			
		picture vocabulary	non verbal ability	context	prior	maths	reading	grade	value added	grade				value added		
Adriatic		39	43	40	42	36	39	E	-	--	D	0	0	•••	•••	•••
Adriatic		45	37	39	42	48	49	C	0	+	C	-	+	•••	•••	•••
Adriatic		51	52	52	45	52	45	C	0	+	C	-	0	•••	•••	•••
Adriatic		64	58	62	58	62	39	B	0	+	D	--	--	•••	•••	•••
Adriatic		60	59	61	55	53	50	C	0	0	C	-	0	•••	•••	•••
Adriatic		61	60	62	58	54	55	B	+	0	C	+	0	•••	•••	•••
Adriatic		47	55	52	57	60	56	C	+	++	B	++	++	•••	•••	•••
Adriatic		50	48	48	46	56	61	B	+	+	B	+	0	•••	•••	•••
Adriatic		61	46	53	55	60	57	C	0	+	A	++	++	•••	•••	•••
								B	0	0	B	0	0	•••	•••	•••
								B	++	+	B	++	+	•••	•••	•••
								A	++	++	C	+	0	•••	•••	•••
								B	0	0	A	+	0	•••	•••	•••
								A	+	++	B	0	0	•••	•••	•••

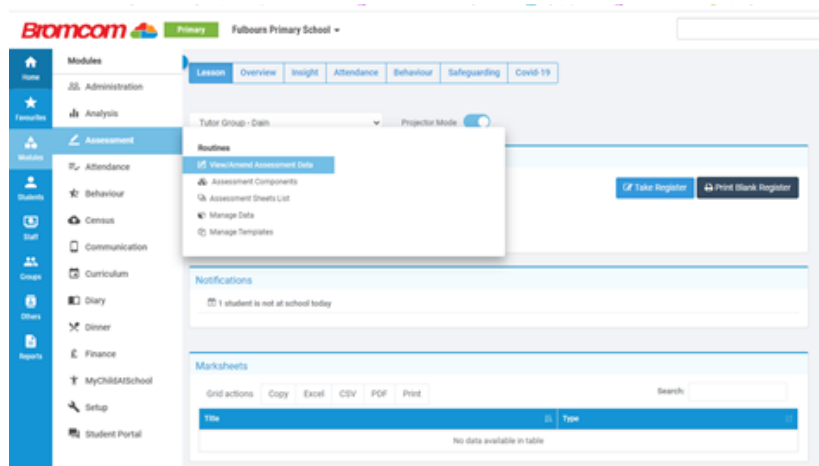
# Appendix 6: Recording and Tracking Progress and Attainment

## What is Bromcom?

Bromcom is our Management Information System (MIS) and is where information about all pupils is stored. All staff have a log-in to Bromcom and access to different features depending on their role and permissions. Teachers should record their teacher assessments on Bromcom to ensure that judgements are accessible to other users and that attainment and progress information can be tracked over time.

## How do you record teacher assessments?

When you log-in to Bromcom, you will be taken to your unique homepage and there is a menu bar on the left of the screen. To access assessment sheets (where you enter your judgements) select Modules, Assessment and Assessment Sheets.



You will be able access different sheets depending on your role and permissions. Teacher assessments for reading, writing and maths are entered on the '9-Point Grid Sheet' and there are separate sheets for each year group.

All summative assessment data from tests e.g. PIPS and HAST will be entered by our Administrative Assistant onto the 'PIPs Assessment Sheet' but can be accessed by all staff for review.

## What assessments do I have to record?

Teachers are responsible for entering their teacher assessments for reading, writing, maths, science and the foundation subjects. These should be entered termly to build a picture of progress over the year. Reading, Writing and Maths are entered onto the '9-Point Grid' assessment sheets and all other subjects have their own bespoke assessment sheets using the assessment foci from our progression documents.

## How can I access assessment records for individual pupils?

For an individual pupil's assessment information, find the pupil and select 'Assessment'. Here you can see their previous statutory assessment results (EYFS, Phonics, KS1 and KS2) as well as their current teacher assessments.

## How can I view attainment / progress of cohorts or pupil groups over time?

To see current attainment presented visually on a 9-point grid select Modules - Reports – Analysis – Attainment and Progress – Select Current Assessment and Year Group – Preview.

To see progress for groups, select Modules - Analysis – Assessment – Template either EYFS or Nine Point Grid or PIPs

Further support can be obtained via the Bromcom 'Help' facility which has manuals, training guides and videos modelling a variety of features and functions.

## Appendix 7: Pupil Progress Meeting Preparation Template

<b>Pupil Progress Meeting Planning Year:</b>	
Frequency: The first PPA of each month	Led by: Team lead and SLT for audit
Duration: Max 1 hour	Completed by Team leads and class teachers

<b>Cohort progress and prediction summary</b>							
	PIPS	Phonics/HA ST	National Maths	National English	School assessment data	End of year prediction	End of Key stage prediction
Reception							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							
Ongoing data	School assessment data	Phonics/spelling	Intervention				
Meeting 1							
Meeting 2							

### **Cohort analysis**

**Which areas of strength have you highlighted from your ongoing assessment for your cohort?**

**Which areas of weakness have you identified and how to you intend to tackle them?**

**What are your key priorities for this cohort?**

**What actions will you take to improve outcomes in this area?**

### **Pupil premium and vulnerable pupil analysis**

**Which areas of strength have you highlighted from your ongoing assessment for your cohort?**

**Which areas of weakness have you identified and how to you intend to tackle them?**

**What interventions are currently in place? How well are they running?**

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<b>Class analysis- Class:</b>
<b>Which areas of strength have you highlighted from your ongoing assessment for your class?</b>
Reading
Writing
Maths
Foundation subjects
Science
<b>Which areas of weakness have you identified and how to you intend to tackle them?</b>
Reading
Writing
Maths
Foundation subjects
Science
<b>What adaptations to your practice will you implement this month?</b>
<b>Do you require any additional advice from the SENCO for any individuals?</b>
<b>How can the SLT further support you to achieve your targets?</b>

Targets set for the team (1)
Progress towards the target

Targets set for the team (2)
Progress towards the target

## Appendix 8: End of year transition template

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**End of year transition information**

**Cohort : Current Year**

Please attach:

- Copies of key construct overview plans from last year.
- Relevant medical/ vulnerable child information.

Please reflect on key areas where children in this cohort have made significant progress.

Were there any children that displayed special talents that should be nurtured?

Any learning areas where the children made slower progress than you expected?

Please list any areas/ skills/ objectives you feel the children need to overlearn. Please consider every subject

Please give information on any other significant events in the children's lives.

Any other notes:

# Appendix 9: End of year report template – EYFS

Attendance scores are available from Bromcom or via the School Office. Teachers comment on each of the 7 strands from the EYFS Profile and well as a general comment about each pupil's learning. The Head Teachers add a comment at the end of the report.



Fulbourn Primary School  
Annual Report Summer 2019: A Year of Discovery



Name of pupil:  
Class teacher:

Year R  
SEN:

Attendance	Persistent Absence Below 90%	Poor 90-92%	Below average 93-94%	Average 95-96%	Good 97-98%	Excellent 99-100%
Characteristics of Effective Learning						
Communication and Language						
Literacy						
Maths						
Understanding the World						
Expressive Arts and Design						
Physical Development						
Personal, Social and Emotional Development						
Head teachers' comment	Mrs Thorpe & Mrs Pickard					

# Appendix 10: End of year report template – Other Years

Attendance scores are available from Bromcom or via the

School Office. Teachers comment on English, Maths and a general comment about each pupil's learning, and progress across all subjects. The Head Teachers add a comment at the end of the report for pupils in Years 2 and 6.



**Fulbourn Primary School**  
**Annual Report Summer 2019: A Year of Discovery**



Name of pupil:  
 Class teacher:

Year 6  
 SEN:

Attendance	Persistent Absences	Poor	Below Average	Average	Good	Excellent
	Below 90%	90-92%	93-94%	95-96%	97-98%	99-100%

		Achievement				Effort		
		Working below KS2 test standard	Working towards expected standard	Working at expected standard	Working at greater depth	More effort is needed	Usually tries hard	Always tries hard
Mathematics								
English	Reading							
	Writing							
	Spelling, grammar & punctuation							
	Speaking and listening							
English								
Maths								
Personal and general comment								
Head teachers' comment		Mrs Thorpe & Mrs Pickard						

This sheet can be a helpful proforma to complete before Parent Consultations. It can act as a summary sheet for you to refer to, provide space to make any notes or add any comments on and serve as a useful reminder of previous discussions had with parents.

<u>Subject</u>	<u>Autumn Term</u>	<u>Spring Term</u>
<u>English – Writing</u>	Spelling Age: Spelling Group:	Spelling Age: Spelling Group:
<u>English – Reading</u>	Previous / Current PIPS: Reading Group: Phonics Stage:	Previous / Current PIPS: Reading Group: Phonics Stage:
<u>Maths</u>	Previous / Current PIPS:	Previous / Current PIPS:
<u>Science</u>	Previous Teacher Assessment:	Previous Teacher Assessment:
<u>Homework</u>		
<u>General</u>	Number of House Points: Minutes Lost: Special Responsibilities (e.g. Buddy, Lunch Leader, Peer Mediator):	Number of House Points: Minutes Lost: Special Responsibilities (e.g. Buddy, Lunch Leader, Peer Mediator):
<u>Any Comments</u>		

# Appendix 12: Focus Group Guidance and Recording Template

A focus group occurs when a teacher/TA works with a small group of children (usually 2-5) to support/challenge the individuals with their learning. Intervention groups are different to focus groups as they are designed for carefully chosen individuals and follow a prescribed programme / schedule with a trained adult.

The children targeted in a focus group varies from lesson to lesson and could be planned as a result of marking, reactive based on you observations during the input/modelling or adhoc as children come across challenges in their work. It is important to keep a record of focus groups to ensure any misconceptions or difficulties are evidenced and that all adults in the class have an overview of the groups taking place.

There are several different ways that focus groups can be structured depending on the intended outcome, the subject of the lesson and the needs of the individuals in your class. It is likely that you will teach more than one focus group in a given session and you should utilise any support staff or volunteers to either run additional groups or supervise children who are learning independently.

Examples of focus groups could include:

- 'Drop-out' focus groups where children are allowed to leave the whole class modelling after the completion of any stage (e.g. modelling of challenge 1) and begin work on their chosen challenge.
- 'Planned' focus groups where a group of children have been identified as needing further support / extension and are withdrawn from a part of the lesson to have additional input.
- 'Carousel' focus groups where children have accessible independent activities to complete whilst the Teacher/TA works with specific groups of children delivering mini-inputs/modelling.

## **Focus Group Record Sheet**

Date	Children	Focus Group objective and ideas	Date completed and notes

# Appendix 13: Assessment in Planning, Preparation and Assessment (PPA) Time

PPA at our school is organised so that teams can meet together for their weekly sessions on a Wednesday afternoon.

## Weekly PPA sessions

Weekly PPA sessions should always start with a conversation about assessment to allow you to reflect together on the previous week's lessons. Each teacher should bring their assessment book to allow them to refer to the evidence recorded.

Key questions to consider are:

- What progress have children made against the previous week's learning objectives?
- What has your marking / reviews of mini-assessments / observations indicated are the next steps needed?
- Have any particular strategies / modelling / focus groups had a significant impact that could be utilised in future lessons?
- Do you need to revisit and update your learning journey map as a result of your reflections?

Team Leads should ensure that each foundation subject is covered in these discussions across the course of a half-term.

## Pupil Progress Meetings

Each term, a pupil progress meeting is held to discuss a year group. These occur within PPA time, so must be both purposeful and useful to improving teaching and learning. To prepare for these meetings, teams should collaboratively fill in the Pupil Progress Meeting form, using the assessment records in their assessment books.

## Moderation

Moderating assessments is essential to ensure judgements are accurate across and within classes and that teachers engage in assessment discussions which challenge / confirm their decisions. Standardisation materials can be used as a basis for team development and to support with benchmarking. As a minimum, Team Leaders should lead moderation sessions before the termly updating of the 9-point grids. Subject leaders should also provide examples of annotated assessed work from pupils across the ability spectrum to allow progress year on year to be modelled.

## Appendix 14: Use of Seesaw for Assessment

From September 2020, we are providing a dual-curriculum for every year group across all subjects, with a version of any lessons taught at school being posted on Seesaw for children to access at home. We are also using SeeSaw to set, record and monitor Home Learning to limit the number of items needing to be brought into school each day and to promote parental engagement. Any Home Learning, either for their weekly homework or during a period of self-isolation, must be acknowledged by the class teacher with any misconceptions or errors being corrected in line with our 'Marking and Feedback' policy.

We are also using SeeSaw to record work undertaken in school from across all subjects with photographs, videos, scanned documents etc being uploaded to each child's personal Learning Journey. These posts should be commented on by teachers and pupils (as appropriate) to include the child's reflections on their learning and progress. These online Learning Journeys are then reviewed individually with the child and teacher during Learning Journey Week, with thoughtful discussions around each individual's progress and next steps.

Parental engagement in the Seesaw portal is encouraged as this keeps them informed about their child's learning, allows them to share achievements outside of school and enables them to celebrate the progress that their children are making.

# Appendix 15: Intervention Guidance

## Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Here are some examples of our Wave 1 provision which will be adapted according to the needs of the children:

<p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>• Broad and balanced curriculum</li> <li>• Exciting topics with opportunities to be creative and investigate</li> <li>• Well-planned, differentiated lessons</li> <li>• Use of multi-sensory approaches (visual, auditory, kinaesthetic)</li> <li>• Focus on developing key skill of reading which underpins learning</li> <li>• Assemblies, trips, visiting speakers and essential experiences</li> </ul>	<p><u>Pastoral</u></p> <ul style="list-style-type: none"> <li>• Inclusive ethos which celebrates difference</li> <li>• Encouraging and nurturing philosophy</li> <li>• Democratic approach encouraged across the school</li> <li>• Staff work to foster relationships with children and parents/carers</li> <li>• School council to promote pupil voice</li> <li>• High expectations of behaviour and effort</li> <li>• Opportunities to share work and achievements through website gallery, 4Cs stickers and Head Teacher Award</li> </ul>
<p><u>Staffing</u></p> <ul style="list-style-type: none"> <li>• Fully qualified teachers for every class</li> <li>• Skilled teaching assistants and higher-level teaching assistants</li> <li>• Family Worker to support emotional well-being</li> <li>• Qualified Sports Coach to deliver PE lessons</li> </ul>	<p><u>Environment</u></p> <ul style="list-style-type: none"> <li>• Classrooms are organised to encourage independence e.g. role play area, discovery table, reading corner/area</li> <li>• Visual timetables are displayed and updated in each class</li> <li>• Learning prompts are displayed on classroom walls</li> <li>• Children's work is displayed throughout the school</li> <li>• Classroom rules are agreed, displayed and referred to</li> </ul>
<p><u>Assessment and Feedback</u></p> <ul style="list-style-type: none"> <li>• Attainment and progress of all children assessed and tracked throughout the year using PIPs tests, HAST Spelling tests and teacher assessments (9-point grid)</li> <li>• Verbal feedback and quality marking informs children of their next steps</li> <li>• Termly individual learning conversations between each teacher and pupil across the school</li> <li>• Good communication with parents/carers through informal e.g. at collection time and formal means e.g. at parents' evenings and end of year report</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Drinking water for hydration to optimise learning</li> <li>• Maths resources located in all classrooms to support understanding</li> <li>• Learning resources such as writing prompts and word banks available</li> <li>• Learning Packs for all pupils with individualised resources to support learning and understanding</li> <li>• ICT resources e.g. iPads, classroom computers, ICT Suite</li> <li>• Access to outdoor areas for all classes as well as shared spaces e.g. Forest Area, Hobbit Area, EYFS Garden Area, Pond, School Garden etc</li> </ul>

## Wave 2

Wave 2 is specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs. Wave 2 intervention impact is often tracked on an Assess-Plan-Do-Review cycle.

Cognition and Learning	Communication and Interaction	Social, Mental and Emotional	Physical and Sensory
<ul style="list-style-type: none"> <li>• Handwriting writing intervention group</li> <li>• Precision teaching activities</li> <li>• Phonics intervention group</li> <li>• Maths intervention group</li> <li>• In-class support from TA</li> <li>• 1:1 reading daily</li> <li>• The Number Box</li> <li>• The Five Minute Box</li> <li>• Boosting Reading at Primary</li> <li>• Expanded Rehearsal technique (ERT)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of social stories</li> <li>• Use of visual cues</li> <li>• Use of symbols</li> <li>• Speech production activities</li> <li>• Language development activities</li> <li>• In-class support from TA</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group reward systems</li> <li>• Emotional literacy group</li> <li>• Social skills group</li> <li>• Self-esteem group</li> <li>• Support from Nurture Provision (Acorns)</li> <li>• Support from school Family Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Coaches employed to encourage involvement in physical activities at lunchtime</li> <li>• Handwriting intervention programme</li> <li>• Fine motor skill activities e.g. Finger Gym</li> <li>• Gross motor skill activities e.g. Sensory Circuits</li> <li>• Adapted resources such as pencil grips, seat wedges, writing slopes or fiddle toys</li> </ul>

### Wave 3

Wave 3 is individualised provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include access to the Nurture Provision, specialist interventions, a high level of staffing, or the involvement of outside agencies. Wave 3 intervention impact is often tracked on an Assess-Plan-Do-Review cycle.

Cognition and Learning	Communication and Interaction	Social, Mental and Emotional	Physical and Sensory
<ul style="list-style-type: none"> <li>• Involvement of Specialist Learning and Language Teacher or Teaching Assistant</li> <li>• Involvement of Educational Psychologist</li> <li>• Specialised reading support</li> <li>• Specialised writing support</li> <li>• Specialised maths support</li> <li>• Fischer Family Trust Wave 3</li> <li>• 1<sup>st</sup> Class @ Writing: Dragon Hunters</li> <li>• Project X Code</li> <li>• First class @ Number 2</li> <li>• Success @ Arithmetic</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of Speech and Language Therapy Service</li> <li>• Involvement of Educational Psychologist</li> <li>• Individual workstation to support children who cannot access learning at a group table</li> <li>• Support from the Nurture Provision (Acorns)</li> <li>• Talk Boost</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of Educational Psychologist</li> <li>• Involvement of Specialist Behaviour Support Teacher or Teaching Assistant</li> <li>• Increased level of support from the Nurture Provision e.g. Family Worker involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of Occupational Therapist</li> <li>• Involvement of Physiotherapist</li> <li>• Involvement of Vision / Sound Specialist Teacher and adjustments made according to advice given</li> <li>• Increased level of support from the Nurture Provision</li> </ul>

<ul style="list-style-type: none"> <li>• Success @ Arithmetic: Number Sense</li> <li>• Corrective Reading</li> <li>• Weekly booster groups</li> </ul>			
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Phase Intervention Plan - Example

	8:45	9:15 - 10:15	10:15-10:20	10:30-11:30	11:30-12:00	12:00-13:00	13:00-15:30	Assembly	
Monday	Mindfulness	MATHS SR/NW/IGi - Focus group work RJ - assessment book	B	ENGLISH - reading skills SR/NW/IGi - Focus group work	Spelling/Handwriting SR/NW/IGi as directed by teacher	L	Daintree & Sherwood - TOPIC Amazon - SCIENCE  SR/IGi - attack spelling and snappy maths SA - Corrective Reading	B Daintree - Computing Sherwood - TOPIC Amazon - SCIENCE  SR/IGi - 1-1 attack spelling and snappy maths NW - Success@Arithmetic SA - Corrective Reading	
Tuesday	MFL	MATHS NW/IGi - Focus group work RJ - small group NG - S@A Sherwood - PE	R	ENGLISH SR/NW/IGi - Focus group work  NG - Daintree / cover	Group reading SR/NW/IGi 1-1 reading	U	Amazon & Sherwood - TOPIC Daintree - SCIENCE  SR/NW/IGi - 1-1 attack spelling and snappy maths SA - Corrective Reading	R Amazon - Computing Sherwood - TOPIC Daintree - SCIENCE  SR/IGi - 1-1 attack spelling and snappy maths NW - Success@Arithmetic SA - Corrective Reading	
Weds	Spelling/Handwriting IGi/ NW/SR Attack spelling	MATHS SR/NW - Focus group work RJ - small group NG - S@A Daintree - PE	E	ENGLISH SR/NW/IGi - Focus group work  NG - Daintree / cover	Group reading SR/NW/IGi 1-1 reading	N	PPA Sherwood PSHE TOPIC  SR - homework NW/IGi - 1-1 attack spelling and snappy maths	E PPA Sherwood - PE Daintree - TOPIC Amazon - PSHE  SR / NW/IGi - 1-1 snappy maths	Briefing 15:00-15:25
Thursday	Family Assembly (8.55.9.20) SR Attack spelling	MATHS Amazon - PE SR/NW/IGi - Focus group work RJ - small group NG - S@A	A	ENGLISH SR/NW/IGi - Focus group work  NG Daintree / cover	Group reading SR/NW/IGi 1-1 reading	C	Daintree & Amazon - TOPIC Sherwood - SCIENCE  IGi - 1-1 attack spelling g and snappy maths NW - Success@Arithmetic SA - Corrective Reading	A K Sherwood - SCIENCE Daintree & Amazon - TOPIC  NW/IGi - 1-1 attack spelling and snappy maths SH - Snappy Maths SA - Corrective Reading	
Friday	Spelling/Handwriting IGi/ NW/SR Attack spelling	MATHS SR/NW/IGi - Focus group work NG - S@A	K	ENGLISH SR/NW/IGi - Focus group work  NG Daintree / cover	Daintree - PSHE Mindfulness	H	Daintree - PE Amazon - TOPIC  SR - PE with Jamie, then Attack Spelling Daintree SH - Snappy Maths	Candle Time   Island Time	

Autumn Term Interventions

Class	Snappy Maths (TG/SR/NW)	Success @ Arithmetic (NW)	Success @ Arithmetic (NG)	Year 6 curriculum support (RJ)	1:1 Readers (TG/SR/NW)	Attack Spelling (TG/SR/NW)	Corrective Reading (SA) Fluency	Corrective Reading (SA) Comprehension
Daintree								
Amazon								
Sherwood								

Nurture groups

Class	Sensory Circuits	Acorns	1:1 Learning Mentor
Daintree			
Amazon			
Sherwood			

**Boosters**

Arithmetic	Reasoning	Reading

## Appendix 16: Producing a Data Report

- How do I look at a child's previous assessment results?
  - o Using the 'Students' page
- What are assessment sheets and what do they show?
  - o PIPs assessment sheets
  - o 9-Point grid assessment sheets
  - o EYFS assessment sheets
- How do I look at pupils' current attainment?
  - o Generating an attainment report
- How do I look at pupils' progress over time?
  - o Using the Bromcom Analysis Module
- How do I write a data report for my phase?
  - o Analysis of current attainment
  - o Analysis of progress for Year group
  - o Breakdown of class progress
  - o Breakdown of reporting groups (gender, PP, SEN, EAL etc)
- How do I analyse the data in my report?
  - o Consider the trends in each subject – which subjects are going well and do any need improving? Why could this be?
  - o Look at each class and identify any needs or successes
  - o Consider the reporting groups in turn and compare to the phase intervention plan and each year groups' provision map
  - o What do you need to investigate further?
  - o What do you need to do differently?
  - o What subjects / areas / groups need to be a priority for next term?

## Appendix 17 – Post-lockdown Assessment Priorities

As a school, we have decided not to conduct assessments during periods of full or partial school closure. We know, from experience and feedback from parents, that children learning at home are receiving very varied levels of support and therefore any data collected would not reliably assess children's independent learning. We also understand however, that rapid collection and analysis of specific assessment information will be essential to ensure we appropriately adapt provision to meet the needs of all pupils once they return to school. We have therefore identified two assessment priorities in response to full or partial school closures resulting from the Covid-19 pandemic.

- 1) *During*** full or partial school closures, we will focus our efforts on the formative assessment process involved in our marking and feedback of children's work, providing children with detailed, dialogic and developmental feedback through Seesaw.

- 2) We will establish ‘post-lockdown assessment priorities’ to schedule assessments for the time ***immediately after full or partial school closures***. These will be used to provide formative assessment data (question level analysis), which will inform planning of whole-class teaching, small group and 1:1 interventions.

Following any period of full or partial school closure which lasts longer than five weeks or which significantly disrupts normal assessment cycles, the following ‘post-lockdown assessment priorities’ will apply. When full year groups or phases return to school the following assessments will take place within the first two weeks of the children returning. Where appropriate, this will be followed by a learning journey week. We have focussed these assessments on identified priority areas for each year group so that targeted teaching and interventions can be planned to support children in addressing any gaps that may have developed during school closure.

### Well-being

As always, children’s well-being will be central to all decision making about appropriate engagement with assessments and these plans will be applied flexibly for cohorts or individuals whenever it is considered assessments may have a detrimental impact on children’s wellbeing in the post-lockdown period. Such adaptations will be made in collaboration between class teachers, SLT and pastoral leads.

### Post-lockdown Assessment Priorities

Phase	Week 1	Week 2	Week 3 - Learning Journey Week
EYFS	Phase 2 and 3 letters and sounds assessment.  Mathematics (number) using <i>Development Matters</i> .	Independent writing task  PSED and Communication & Language using <i>Development Matters</i> .	Ensure children have updated their learning journey.  10 minute learning journey conversation with each child
Year 1	Year 1 Phonics Check  Maths: White Rose End of Term Assessment - Arithmetic (10 questions) in small groups	Maths: White Rose End of Term Assessment – Reasoning and Problem solving (10 questions) in small groups	Ensure children have updated their learning journey.  10 minute learning journey conversation with each child
	Writing – cold task		
	Key objectives from Foundation Subjects: Teacher made mini-assessments		
Year 2		Spelling: HAST Spelling	Ensure children have updated their learning journey.

	Maths: White Rose End of Term Assessments- Arithmetic Reading – Big Cat Assessment	Maths: White Rose End of Term Assessments- Reasoning  Year 1 Phonics Check for all children who scored below 34 in December assessment.	10 minute learning journey conversation with each child
	Writing – cold task		
	Key objectives from Foundation Subjects: Teacher made mini-assessments		
Year 3/4	Reading – Big Cat Assessment  Maths: White Rose End of Term Assessments- Arithmetic	Spelling: HAST Spelling  Maths: White Rose End of Term Assessments- Reasoning	Ensure children have updated their learning journey.  10 minute learning journey conversation with each child
	YARK reading assessments for all children who need a more detailed assessment of reading following Big Cat assessments or 1:1 reading.		
	Writing – cold task		
	Key objectives from Foundation Subjects: Teacher made mini-assessments		
Year 5/6	Spelling: HAST Spelling  Maths: SATS Calculation Paper	Reading: SATS Reading Comprehension paper	Ensure children have updated their learning journey.  10 minute learning journey conversation with each child
	YARK reading assessments for all children who need a more detailed assessment of reading following Big Cat assessments or 1:1 reading.		
	Writing – cold task		

	Key objectives from Foundation Subjects: Teacher made mini- assessments		
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