REAch2

Assessment Procedures

And Guidance

2019-2020

Content

REAch2 Assessment System

Over the past year the Education Team members and a number of Headteachers have worked extremely hard to revise the Trust's Assessment system and we have succeeded in this work and we are ready to roll this out. However, we have had to make a difficult decision to defer this for one year due to the fact that we are presently unable to access the high quality reports on Arbor, that will support the revised assessment system.

Although we are all dissatisfied with the present assessment system and the 'clunkiness' of using O Track, we feel that this is still a better option than launching a system which cannot be backed up and supported by a facility to carry out detailed analysis. We are also unable to introduce the new system and continue to use O Track as the language being used and judgements being made has changed and therefore the data system does not match the revised assessment system.

Our plan for 2019/20 is therefore is to continue to use both our assessment system and O Track – Better the devil you know!   We fully appreciate that schools have presently purchased O Track up until Christmas and we know that school budgets are extremely tight. Therefore, the Trust will top up the annual fee to enable all schools to purchase O Track for the year and continue the access to the O Track report suite.

We are therefore continuing our work with Arbor to ensure that we have the appropriate data management system ready for use for September 2020 with the intention of providing training for our new system and the use of Arbor, late in the Spring term 2020.

Over the next academic year we will be asking for volunteers to trial the revised assessment system and data management system alongside the present systems, so that we can ensure both are fully fit for purpose when we roll the systems out later in the 2019/20 academic year.

Training on the revised Assessment system and Arbor reporting will be carried out in the Spring 2020 term, in preparation for the change to this system in Autumn 2020.

Updated: 25.6.19

Information for School Assessment Leads - Attainment.

Attainment

- Attainment judgements should be made at the end of each term for children in all year groups (except Y2 and Y6 in the Spring and Summer terms). The judgements are:

  - **Working Towards** – Children are accessing the curriculum below the expectations of their chronological age. They do not currently have the skills, knowledge and understanding required to access, achieve or demonstrate significant engagement with the assessment criteria.

  - Children not achieving GLD at the end of Reception should be baselined as WT and should continue working on the Early Learning Goals till the end of the Autumn 2 half term. Children should then start the Spring term in accordance with the Y1 milestones (A/ OT) or in exceptional circumstances P scales.

  - On O Track reports, all children baselined as WT or P scales will appear under the WT judgement.

  - **Aspiring to Meet** – Children are accessing the expectations of their chronological year group, however are deemed not to be On-Track to meet expectations fully by the end of the year without significant additional support. Children have demonstrated some capability of engaging with it but may need specific intervention and / or additional quality-first teaching in order to be confidently assessed as On-Track.

  - **On-Track to Meet** – Children are On-Track to comprehensively attain the skills, knowledge and understanding of the assessment criteria by the end of the year.

  - **Met** – Children demonstrate they have met the Skills, Knowledge and Understanding of the assessment criteria required for their specific age group.

  - **Greater Depth** – Children are judged as working at 'greater depth' when they are able to transfer and apply their knowledge and learning in different contexts. It is also where children can explain their understanding to others.

- Any child working below their age-related milestones will be judged against the appropriate year group milestones e.g a Y3 child working on Y2 milestones, can be judged as 2A or 2OT, they cannot be judged as either Met or GD as they should be moved on to the next year group's milestones.

- When analysing attainment data, in Autumn 1, Autumn 2 and Spring 1, the Aspiring, On Track and Greater Depth judgements are judged to be children working in line with or above Age Related Expectations (ARE). ARE judgements made in Spring 2 onwards include On Track or Greater Depth, not Aspiring as these children are unlikely to meet the year group milestones with so little of the academic year left.

- The 'Met' judgement **should not** be used until the end of the academic year.

- The Greater Depth judgement can be used at any time through the academic year.

- **In the Spring and Summer terms, teachers of Y2 and Y6 children should use the national KS Framework documents to assist accuracy in judgements, ensuring that Y2 and Y6 data is a reflection of the KS expectations.**

Early Years Foundation Stage (EYFS)

Introduction:

In response to the 2017 primary assessment consultation, the government announced plans to introduce a statutory reception baseline assessment in Autumn 2020. This new baseline will be used for measuring the progress primary schools make with their pupils and will be piloted in selected schools in 2019/2020.

For the 2019/20 academic year, schools across the Trust will be expected to continue using their present practices to gain a baseline judgement for each child using the Development Matters document as guidance. Any REAch2 schools taking part in the national pilot will still be required to complete data in relation to the present EYFS assessment system to enable us to continue measuring attainment and progress consistently across the Trust.

EYFS	22-36			30-50			40 – 60+			GLD	
	B Beginning	D Developing	S Secure	B Beginning	D Developing	S Secure	B Beginning	D Developing	S Secure	EXP	EXC

Baseline Judgements:

To enable these judgements to be comparable and analysed for all schools within the Trust, we are asking for baseline assessments to be completed by **Friday 4th October 2019** for all Reception aged children, whether or not your school has a nursery**.** All Nursery settings should continue to implement a termly baseline assessment for children joining Nursery within the first five weeks of the child starting. Every minute your children spend in school, you are adding to their achievements, therefore a quick, sharp baseline will give a more accurate picture of each child's starting point.

Assessment Timetable:

We are expecting all Nursery and Reception classes to provide an individual child judgement, entered onto the Trust's data system at the following points across the academic year as a minimum:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Baseline to be completed by 4th October 2019	End of Autumn 2 Judgement		End of Spring 2 judgement ** End of year projection by 20th March 2020		End of year judgement by 26th June 2020

It is expected that all Nursery and Early Years settings across the Trust will carry out on-going individual pupil tracking and data analysis and collate in-depth information on the attainment of their children through the use of programmes such as Tapestry.

End of Year Expectations:

- End of Year Nursery assessments should act as baseline for Nursery 2 or for Reception if from within the same setting.
- We recommend that (where possible) teacher handover meetings are held to ensure that all assessment information is shared.
- The Trust will operate three EYFS moderation sessions across the academic year to support schools with their judgements.

Children joining mid-year:

Any child joining the Reception class mid-year should be baselined within four weeks of the child joining to ensure that you can gain an understanding of the child, ensure that provision is appropriate to their needs and accurately track their progress.

Terminology and shortened forms to judge attainment in EYFS

Good Level of Development	**GLD**	Good Level of Development. A measure of attainment at the end of the EYFS (Early Years Foundation Stage). Children are deemed to have achieved GLD if they have achieved the ELG (Early Learning Goals) in the EYFS curriculum areas of Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy and Mathematics.
ELG Emerging	**EME (1)**	Not yet at the level of development expected at the end of the EYFS (emerging)
ELG Expected	**EXP (2)**	Best described by the level of development expected at the end of the EYFS (expected)
ELG Exceeding	**EXC (3)**	Beyond the level of development expected at the end of the EYFS (exceeding)

Nursery – ARE/Attainment termly expectations in Nursery

Below are the minimum expectations for a child to be classed as on track to achieve Age Related Expectations (ARE):

Baseline – 30-50 Months – Beginning
End of Autumn – 30-50 Months –Developing
End of Spring – 30-50 Months –Secure
End of Summer – 40-60 Months - Beginning

The following chart can be used to shows the progress a child is making with three steps representing expected progress and four or more steps representing better than expected progress:

Start Point	1 Step	2 Steps	3 Steps	4 Steps	5 Steps	6 Steps	7 Steps
22-36 Beginning	22-36 Developing	22-36 Secure	30-50 Beginning	30-50 Developing	30-50 Secure	40-60 Beginning	40-60 Developing
22-36 Developing	22-36 Secure	30-50 Beginning	30-50 Developing	30-50 Secure	40-60 Beginning	40-60 Developing	40-60 Secure
22-36 Secure	30-50 Beginning	30-50 Developing	30-50 Secure	40-60 Beginning	40-60 Developing	40-60 Secure	ELG
30-50 Beginning	30-50 Developing	30-50 Secure	40-60 Beginning	40-60 Developing	40-60 Secure	ELG	Exceeding
30-50 Developing	30-50 Secure	40-60 Beginning	40-60 Developing	40-60 Secure	ELG	Exceeding	
30-50 Secure	40-60 Beginning	40-60 Developing	40-60 Secure	ELG	Exceeding		

Reception – ARE/Attainment termly expectations in Reception

Below are the minimum expectations for a child to be classed as on track to achieve Age Related Expectations (ARE):

Baseline – 40-60 Months –Beginning
End of Autumn – 40-60 Months –Developing
End of Spring – 40-60 Months –Secure
End of Summer – ELG/Exceeding

The following chart can be used to shows the progress a child is making with three steps representing expected progress and four or more steps representing better than expected progress:

Start Point	1 Step	2 Steps	3 Steps	4 Steps	5 Steps	6 Steps	7 Steps
30-50 Beginning	30-50 Developing	30-50 Secure	40-60 Beginning	40-60 Developing	40-60 Secure	ELG	Exceeding
30-50 Developing	30-50 Secure	40-60 Beginning	40-60 Developing	40-60 Secure	ELG	Exceeding	
30-50 Secure	40-60 Beginning	40-60 Developing	40-60 Secure	ELG	Exceeding		
40-60 Beginning	40-60 Developing	40-60 Secure	ELG	Exceeding			
40-60 Developing	40-60 Secure	ELG	Exceeding				
40-60 Secure	ELG	Exceeding					

Phonics – Early Years, Year 1 and Year 2

Introduction:

The Department for Education offers schools and early years' settings support in choosing their effective systematic synthetic phonics teaching materials through the use of published core criteria. Schools within REAch2 are able to choose the appropriate phonics system for their school, but the majority of our schools use Letters and Sounds or Read, Write, Inc. Our guidance and tracking of Phonics is therefore based on these two systems.

Attainment in Phonics:

Schools are expected to closely track children's phonics skills to ensure that phonics groups are fluid, enabling children to move from one group to another, matched to the development of their phonics skills. As a Trust, we need to maintain an overview of phonics data to enable us to target our support effectively. We are therefore using the national terminology of Working Towards (WT) or Working At (WA), and from September 2019 we are asking schools to submit this data on a termly basis. Where a child is dis-applied, please refer to the ARA guidance.

It is recommended that old national Phonics Checking Tests are used at the end of the Autumn and Spring terms in Y1 (and for Y2 children where appropriate) and at the end of the Summer term in Reception. The expected screening score indicator has been included for each term to gain consistency in judgements across the Trust, regardless of the phonics system being used. We are using the following benchmarks for schools to report:

Reception Phonic Judgements

Expectations	End of Autumn Term	
	Working Towards	**Working At**
Letters and Sounds	Phase 1	Phase 2+
Read, Write, Inc	Set 1 sounds group	Ditty group (or above)

Expectations	End of Spring Term	
	Working Towards	**Working At**
Letters and Sounds	Phase 1 or 2	Phase 3+
Read, Write, Inc	Ditty group (or below)	Red group (or above)

Expectations	End of Summer Term	
	Working Towards	**Working At**
Letters and Sounds	Phase 1 or 2	Phase 3 secure or Phase 4 +
Read, Write, Inc	Red group (or below)	Green and Purple group (or above)
Screening Score Indicator		Screening Score 10+

Year 1 or Year 2 Phonics Judgements

Expectations	End of Autumn Term	
	Working Towards	Working At
Letters and Sounds	Phase 1, 2, 3	Phase 4,5
Read, Write, Inc	Red, green or purple group (or below)	Pink or orange group (or above)
Screening Score	Score less than 15	Screening score of 15 or more

Expectations	End of Spring Term	
	Working Towards	Working At
Letters and Sounds	Phase 1, 2, 3, 4	Phase 5
Read, Write, Inc	Pink or orange group (or below)	Yellow group (or above)
Screening Score	Score less than 25	Score 25 or more

Expectations	End of Summer Term	
	Working Towards	Working At
Letters and Sounds	Phase 1, 2, 3, 4	Phase 5 secure
Read, Write, Inc	Yellow group (or below)	Blue or grey group (or above)
Screening Score Indicator	Score less than 32	Score 32 or more

By entering the screening score indicator onto the SOAP (School On A Page), this will enable the Trust to gain Working Towards and Working At statistics, dependent on the term within the school year, thus providing consistent reporting and expectations at each assessment point. This data will also inform the support a school receives.

(Please check the 2019 screening score and adjust the final phonics score if appropriate).

Terminology and shortened forms to judge attainment in phonics

Phonics Working At	Child has met (end of year judgement) or on track to meet (mid-year judgement) the required standard in phonics (whether this be in Y1 or Y2)	WA
Phonics Working Towards	Child has not met (end of year judgement) or is not on track to meet (mid-year judgement) the required standard in phonics at the end of Y1 and will need support to do so during Y2.	WT

Phonics Assessment Timetable:

We are expecting all Reception and Y1 teachers to provide a screening score on all children, which will provide one of the judgements above. We are expecting all Y2 teachers to provide a screening score on any child who did not achieve the required screening score when in Y1.

The Trust therefore requires all schools to follow the programme as a minimum, as set out below:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Baseline to be completed by 4th October 2019	End of Autumn 2 judgement		End of Spring 2 judgement		End of year judgement by 26th June 2020

Year 4 Multiplication Tables Checks (MTC)

- The MTC is a key stage 2 (KS2) assessment to be taken by pupils at the end of Y4.

- The MTC is focused on the fluent recall of multiplication facts. This is included in the national curriculum (2014) statutory programme of study for mathematics at key stage 1 (KS1) and KS2.

- The MTC will be delivered as an online, on-screen digital assessment. Under standard administration, the check will take each pupil less than 5 minutes to complete. It will be automatically scored, and results will be available to schools once the assessment window closes.

- The MTC will be statutory from the 2019/20 academic year. All eligible Y4 pupils who are registered at maintained schools, special schools or academies (including free schools) in England will be required to take the check.

- Some pupils may be withdrawn from the assessments. Further details will be provided in the ARA, which will be published in Autumn 2019.

Once the assessment is statutory, the data will be used in the following different ways:

- School-level results and individual pupil results will be made available to schools. This will allow them to provide additional support to pupils who require it;

- As is the case with the Phonics Check, school-level results will be available to selected users including Ofsted via the Analyse School Performance (ASP) data system;

- National results will be reported by the Department for Education (DfE) to track standards over time;

- National and local authority results will be reported by the DfE to allow schools to benchmark the performance of their pupils.

School level results will not be published in performance tables.

The framework provides guidance for the development of the MTC assessment. It provides details of the content of the MTC, which is based on one element of the national curriculum (2014) for mathematics. The cognitive processes that are central to the MTC are also detailed.

It is important that all relevant staff familiarise themselves with the MTC guidance document and keep abreast of any further information being published. It is also important for all schools to review the teaching of multiplication tables test and make appropriate adjustments to the Mathematics Curriculum to ensure that children are covering the appropriate multiplication tables to enable them to succeed in the MTC.

It is expected that all schools will submit the MTC raw scores on the Trust's data system **by Friday 26th June 2020**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755745/2018_MTC_assessment_framework_PDFA.pdf

End of Year Assessments

The chart below gives an indication of how the different assessment systems align:

	Working Towards	Aspiring	On Track	(Met)	Greater Depth
AWL	**WT**	**A**	**OT**	**M** **(end of year judgement)**	**GD**
PiXL	**B2**	**B1**	**E1/E2**	**E2** **(end of year judgement)**	**A1/A2**
PIRA/PUMA	**<85**	**85 - 93**	**94 - 113**		**114+**

The charts above provide an **indication** of how the PiXL categories (A2, A1, E2, E1, B2, B1) **might** align with the judgments a school might make and it provides an **indication** of how the PIRA/PUMA standardised scores **could** be used to support schools in making assessment judgements

Setting a baseline:

Schools should not reduce the end of previous year's assessment at the beginning of the new academic year, if judged as Met, GD, GDS or EXS other than in exceptional circumstances and with the agreement of the Deputy Director of Education for that cluster. This should avoid the dipping of assessments at the beginning of each new year but will rely on accurate judgements at the end of each year.

Target Setting

We are changing how these will operate this year. Targets will need to be set by the end of September for children in Y1 – Y6 but will be based on the pupils' attainment at the end of the previous key stage, calculated at expected progress i.e. Y1 and Y2 targets will be based on EYFS outcomes, Y3, Y4, Y5 and Y6 targets will be based on key stage 1 outcomes. These can be adjusted upwards only but cannot be reduced as this has to be the minimum expectation in order to secure the national progress that each school must demonstrate.

Target = Expected progress from the end of one key stage to the end of the next key stage (as a minimum).

Projections

Schools will be expected to complete their own projection setting process internally, using all the information they have on each child. These will then be submitted to central team members who will prepare the meetings with schools to discuss any child where their data shows a heightened level of risk in achieving EXS or GDS in the SATS at the end of the academic year.

Final projections for EYFS, Y2 and Y6 will be collected at the end of Spring 2. This data will need to be informed by test results (where appropriate) and pupils' work. The aim is for projections to be as close as possible to the reality in the Spring term, whilst paying diligent and appropriate attention to the targets we are aiming for.

Projection = The most accurate picture of a pupil's end of year attainment.

PLEASE DO NOT USE WIGS (PiXL – Wildly Important Goals to make judgements on projections or targets).

Children new to country who speak English

For all children that were not in the country at the previous end of key stage assessment but who speak English, a starting point will need to be manually generated by:

- Ensuring that all children new to the school take the last timetabled PIRA and PUMA test (unless within 4 weeks of the next PIRA/PUMA test).

- Ensuring that a piece of unaided written work is completed and teacher assessed within 4 weeks of the child's arrival.

- Ensuring that this data is used to make a baseline judgement for that child, entered into the nearest previous term's assessment point.

- Ensuring that their entry date to the school is accurately entered onto the Management Information System.

From this data you can generate a target for the end of the year and for the end of the key stage.

Children new to country who do not speak English

For children new to country who do not speak English, it is recommended that a programme e.g. WELCOMM screening is put into place to assess the child's needs and provide a programme to support their learning, even if the programme is aimed at a younger age group. Where possible and if appropriate, an interpreter could be used to interpret the questions within a maths test e.g. a PUMA test, to gain an understanding of the child's mathematical ability.

Children joining after the start of the academic year

It is expected that within four weeks of a child joining a school that a child's starting point is assessed by the school in the following ways:

- Ensuring that all children new to the school take the last timetabled PIRA and PUMA test (unless within 4 weeks of the next PIRA/PUMA test).

- Ensuring that a piece of unaided written work is completed and teacher assessed within 4 weeks of the child's arrival.

- Ensuring that this data is used to make a baseline judgement for that child, entered into the nearest previous term's assessment point.

- Ensuring that their entry date to the school is accurately entered onto the Management Information System.

- Ensuring that previous key stage data is gained from the child's previous school or accessed via Key To Success.

From this data you can generate a target for the end of the year and for the end of the key stage.

Junior Schools

As well as using KS1 data from the Infant School, all Junior schools should establish a school baseline for children entering their school at the beginning of Year 3 by:

- Ensuring that all new Year 3 children, joining the school in September take the end of Y2 PIRA and PUMA tests by the end of September;

- Ensuring that a piece of unaided written work is teacher assessed by the end of September;

- Ensuring that children's data is tracked not only from the end of KS1 results, but also the school's own baseline data.

- Ensuring that the school's baseline data is accurately entered into the data system as well as their KS1 outcomes.

From this data the target can be set based on their previous KS1 results.   The projection can be generated by using the school's internal data.

PIRA and PUMA Tests: Using standardised scores

Regardless of any other assessment packages in use, the Trust will expect all schools to participate in PIRA and PUMA tests termly, as the data from these are going to be used to make progress judgements and therefore become an essential part of the Trust's assessment system.

What is a standardised test score?

PIRA and PUMA are standardised tests. A standardised test is any form of test that requires all test takers to answer the same questions in the same way and is then scored in a 'standard' or consistent manner. This makes it possible to compare the relative performance of individual pupils or groups of pupils through the use of a standardised score. It allows schools to then benchmark their pupils' performance against the nationally representative group of children used in the standardisation.

The relationship between a standardised test score and teacher assessments

- PIRA and PUMA test scores do not define outcomes but should robustly inform teacher assessments.
- A test score should not automatically be converted to a particular teacher assessment. The teacher needs to be confident about what the range of evidence says to come to a view "on balance" when giving a teacher assessment. However, the evidence should be <u>clear and convincing</u> if a teacher assessment differs from a standardised score.

Interpreting PIRA/PUMA Standardised Scores

PIRA and PUMA give a range within the standardised score of 85 to 113 for pupils working at the <u>broad standard</u> for their age at each assessment point during the year.

Standardised Score	Most likely judgment	Commentary
Below 85	**Working Towards**	These pupils are highly unlikely to be "on-track" – though may be aspiring if there is enough evidence from teacher assessment to support this.
85-93	**Aspiring**	These pupils are likely to be 'aspiring' because although they are working very broadly at a level appropriate for their age, their performance in the test is not consistent with working at the expected level nationally. Where pupils in the 85-93 range are teacher assessed as being 'on track' it is likely to be the exception rather than the rule. Leaders should be prepared to raise questions to ensure there is compelling enough evidence to support this teacher assessment.
94-113	**On-Track**	Scores within the range of 94 to 113 should be regarded as the more secure range for supporting a judgment of 'on track' (or working at the "expected level" at any time in the year) when we are triangulating test data with teacher assessment.
114+	**Greater Depth**	Pupils with a standardised score above 114+ would more typically be regarded as working at 'greater depth'. However, they might also be regarded as 'on track' if teachers feel that there is a weight of evidence over time that does not support a greater depth judgment. However, if pupils consistently achieve a standardised score of 114+ in repeated tests then questions should be asked as to why the child is not being judged as GD.

Recording PIRA and PUMA results

All PIRA and PUMA data at the end of Autumn 2, Spring 2 and Summer 2 must be recorded on MARK.

Implications for reviewing pupil attainment over time

To ensure this additional layer of robustness/triangulation during discussions about pupils' attainment over time, it is recommended that both standardised scores and teacher assessments are points of reference during schools' pupil progress meetings. Where there are borderline judgments about pupils (such as a pupil who scored 92 but the teacher believes they are working within the expected standard), then additional evidence such as pupils' books or other assessment information may also be used.

Whilst the use of test scores is a very important part of the process of reviewing pupil progress it should be remembered that such scores do not replace professional judgment (with the difference between 'professional judgment' and 'guesswork' being the quality of evidence used to inform that professional Judgment).

Supporting judgements regarding pupils' attainment over time using PIRA and PUMA

As long as PIRA and PUMA tests are administered in an appropriate way, the Standardised score is one of our most reliable measures of a child's attainment and informs us as to whether the child is working at Age Related Expectations.

Tests for Y1 and Y2 should be administered in small groups with an adult there to read questions (where allowed), but not to assist the children in answering the questions. Tests for Y3 – Y6 should be administered in class under normal test conditions. The instructions for the tests need to be followed and adhered to, otherwise the data becomes useless. All PIRA and PUMA outcomes must be entered onto MARK at the end of each testing period as this is then in a suitable format for analysis.

We can use the Standardised Scores to measure attainment over time using the Pie charts at the end of the PIRA and PUMA results which can be presented in this way:

PUMA TESTS (maths)

Y2	Autumn 2	Spring 2	Summer 2
WTS	40%	24%	20.5%
EXPECTED	52%	50%	45.5%
GDS	8%	26%	34%
EXPECTED AND ABOVE	60%	76%	79.5%

We can also break down these standardised scores to show attainment over time which may be useful:

PIRA TESTS (Reading)

Y4	Autumn 2	Spring 2	Summer 2
No score	14%	11%	
<85 ss	24%	12%	
85 – 93 ss	20%	10%	
94 – 104 ss	12%	29%	
105-114 ss	18%	15%	
>114 ss	12%	23%	
Working at ARE +	42%	67%	

The PIRA tests also provide a Reading Age and the Maths tests provide a Maths Age, providing us with more data that can be compared to previous performance.

Assessment Expectations in Year Groups

The tables below show the Trust's Assessment expectations for all year groups in all schools.

Reception	
Autumn 1	Baseline to be completed by 4th October 2019
Autumn 2	End of Autumn 2 assessment Phonics check
Spring 1	
Spring 2	Final end of year projection End of Spring 2 assessment Phonics check
Summer 1	
Summer 2	End of year assessment Phonics check

Year 1	
Autumn 1	Baseline to be completed by 4th October 2019 Targets to be finalised by 4th October using EYFS outcomes to inform judgements *But can be increased.*
Autumn 2	End of term Reading, Writing and Maths teacher assessments Carry out PIRA and PUMA tests Phonics check
Spring 1	
Spring 2	End of term Reading, Writing and Maths teacher assessments Carry out PIRA and PUMA tests Phonics check
Summer 1	
Summer 2	End of year Reading, Writing, Maths and Science teacher assessments Carry out PIRA and PUMA tests Phonics check

Year 2	
Autumn 1	Baseline to be completed by 4th October 2019. End of KS1 Targets to be finalised by 4th October using EYFS outcomes to inform judgements. *But can be increased.* End of term reading, writing, maths & science teacher assessments. Set initial projections
Autumn 2	End of term reading, writing, maths & science teacher assessments. Carry out PIRA and PUMA tests. Phonics check (where required)
Spring 1	End of term reading, writing, maths & science teacher assessments. Set final projections
Spring 2	Review end of year projections. End of term reading, writing, maths & science teacher assessments. Carry out PIRA and PUMA tests. Phonics check (where required)
Summer 1	End of term reading, writing, maths & science teacher assessments.
Summer 2	KS1 National Tests - reading, writing, maths and science teacher assessments Carry out PIRA and PUMA tests. Phonics check (where required)

Year 3	
Autumn 1	Baseline to be completed by 4th October 2019. End of Y3 Targets to be finalised by 4th October using end of KS1 outcomes to inform judgements * but can be increased.*
Autumn 2	Carry out PIRA and PUMA tests End of term reading, writing and maths teacher assessments.
Spring 1	
Spring 2	End of term reading, writing and maths teacher assessments. Carry out PIRA and PUMA tests.
Summer 1	
Summer 2	End of year Reading, Writing, Maths and Science teacher assessments Carry out PIRA and PUMA tests

Year 4	
Autumn 1	Baseline to be completed by 4th October 2019. End of Y4 Targets to be finalised by 4th October using KS1 outcomes to inform judgements. *But can manually be increased.* End of term reading, writing, maths & science teacher assessments.
Autumn 2	End of term reading, writing and maths teacher assessments. Carry out PIRA and PUMA tests.
Spring 1	
Spring 2	End of term reading, writing and teacher assessments. Carry out PIRA and PUMA tests.
Summer 1	
Summer 2	Reading, writing, maths and science teacher assessments Carry out PIRA and PUMA tests.

Year 5	
Autumn 1	Baseline to be completed by 4th October 2019. End of Y5 Targets to be finalised by 4th October using KS1 outcomes to inform judgements. *But can manually be increased.* End of term reading, writing, maths & science teacher assessments.
Autumn 2	Carry out PIRA and PUMA tests End of term reading, writing and maths teacher assessments.
Spring 1	
Spring 2	End of term reading, writing and maths teacher assessments. Carry out PIRA and PUMA tests.
Summer 1	
Summer 2	End of year Reading, Writing, Maths and Science teacher assessments. Carry out old Y6 SATs paper. Carry out PIRA and PUMA tests

Year 6	
Autumn 1	Baseline to be completed by 4th October 2019. End of KS2 Targets to be finalised by 4th October using KS1 outcomes to inform judgements. *But can be increased.* End of term reading, writing, maths & science teacher assessments. Set end of year projections.
Autumn 2	End of term reading, writing, maths & science teacher assessments. Carry out PIRA and PUMA tests.
Spring 1	End of term reading, writing, maths & science teacher assessments. Carry out old KS2 paper to support accuracy of projections. Set final projections
Spring 2	Review end of year projections (March) End of term reading, writing, maths, GPS & science teacher assessments. Carry out PIRA and PUMA tests.
Summer 1	KS2 SATs papers
Summer 2	

Attainment Over Time

Under our old system, the consistency of progress measures from class to class and from school to school have always been an issue as they have been subjective and based on individual teachers' judgements/opinions.

Therefore, from September 2019, we will no longer be asking teachers to make a progress judgement on every child. We will be measuring attainment over time using the data we have, in the following ways:

Through the use of PIRA and PUMA standardised scores comparing the percentage of pupils attaining in each of the following standardised score bands over the three terms (as mentioned on p17):

PIRA/PUMA Standardised score
>114
105 - 114
94 - 104
85 – 93
<85

Y6 Access Arrangements

In December 2019, national guidance should be made available which details the access arrangements available for pupils participating in the 2020 key stage 2 (KS2) national curriculum tests. It also informs schools how to use them appropriately.

Some pupils with specific needs may need additional arrangements so they can take part in the KS2 tests. Access arrangements are adjustments that can be put in place to support those pupils. Headteachers and teachers must consider whether any of their pupils will need access arrangements before they administer the tests.

Access arrangements should be based primarily on normal classroom practice and they must never provide an unfair advantage. The support given must not change the test questions and the answers must be the pupil's own. Failure to administer, or apply for, access arrangements appropriately could result in a maladministration investigation and the pupil's results may be annulled.

During Local Authority Moderation activities a school's access arrangements and evidence for the need of them, may well be monitored. Schools should maintain a folder of evidence which includes reading speed tests to share with any moderator.   A chart will be produced and distributed to all schools by the Trust, once the 2019/20 Access guidance is published.   This guidance is essential reading for all schools and should be applied appropriately.

If your school is to receive a moderation visit of any kind, please ensure that your Deputy Director of Education is informed. If such a monitoring visit is pre-booked, we can support you before the visit to ensure that you have all the evidence necessary for the moderation process.

REAch2 Curriculum Tracking System

From September 2019 the AWL milestones system will no longer be in use.

Members of the Central Education Team have been working on a Trust system which tracks the attainment of individual children using a system of Key Performance Indicators (KPIs). This will be **optional** for schools, but is a system for schools to pick up and use, should they need to do so.   The tracking system can also be used for tracking particular groups of pupils e.g. SEND, rather than for a whole cohort.

If you choose to use the Curriculum Tracking System, it will be available on Arbor and can be extended to include all curriculum subjects. In the short term it is available as an Excel spreadsheet.

The KPIs have been arrived at using the NAHT assessment document as a template. This document went through several rounds of scrutiny and revision, using the National Curriculum and relevant assessment frameworks. It was also compared against some other descriptive assessment systems, such as PiXL.

It is important to remember that the KPIs are to be used as an assessment tool, not a coverage document. They do not describe the full range of content required by the National Curriculum and, as such, should not be used as a planning tool in place of the National Curriculum.

What has been arrived at is a set of Key Performance Indicators (KPIs) that can be used to assess a child's attainment in each of the core subjects (Reading, Writing, Mathematics, Science).

Each KPI should be assessed as and when it is covered in the curriculum. Many KPIs can be assessed throughout the year in most topics, particularly if they are skill-based. Most KPIs will be revisited throughout the year, providing children with repeated opportunities to achieve and improve them.

The Trust has aligned its assessment reporting language and this can be applied to each KPI as an assessment judgement. Therefore, in each KPI, a child could be assessed in line with our present AWL system.

Important Considerations for Individual Subjects

Reading

Many of the KPIs repeat the same language as in previous or subsequent years. This is because they represent component skills in reading comprehension. It is up to teachers to use their professional judgement and appropriate moderation to ensure that these skills are applied to the appropriate standard for the year group.

Writing

Some of the KPIs repeat the same language as in previous or subsequent years. This is because they represent key writing skills that will be developed to increasing standards over time. It is up to teachers to use their professional judgement and appropriate moderation to ensure that these skills are applied to the appropriate standard for the year group.

It is important to remember that the KPIs are an assessment tool, not a coverage document. They do not describe the full range of content required by the National Curriculum, especially in relation to the many appendices crucial to the Writing curriculum.

Mathematics

The KPIs do not describe problem-solving or investigative skills. It is an expectation that children will need to demonstrate the relevant knowledge and skills in problem-solving and investigative contexts in order to secure each KPI, where appropriate.

National Assessment Test Dates for 2019/2020

Key Stage 1	May 2020	KS1 Test period
	w/c Monday 8th June 2020	Phonics Screen Check week

Key Stage 2	w/c Monday 8th June 2020 (3 week period)	Y4 Multiplication Tables Check
	Monday 11th May 2020 – Thursday 14th May 2020	Y6 SATs
	w/c Monday 8th June 2020 (2 week period)	Science Sampling Tests

National Assessment Test Dates for 2020/2021

Key Stage 1	May 2021	KS1 Test period
	w/c Monday 7th June 2021	Phonics Screen Check week
Key Stage 2	w/c Monday 8th June 2020 (3 week period)	Y4 Multiplication Tables Check
	Monday 10th May 2021 – Thursday 13th May 2021	Y6 SATs
	In 2021, Eid is due to begin on the evening of Wednesday 12 May. We understand that, given the significance of Eid, Muslim pupils may be absent from school on Thursday 13 May, the scheduled day of the final KS2 test. Timetable variations may be appropriate for pupils who will be absent due to observing Eid. Schools should read the timetable variation guidance, which will be updated for the 2020/21 academic year, before applying. Schools are advised to discuss arrangements for the tests with their pupils' parents before the test period.	