Assessment Policy

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Adopted by the Executive Group of Empower Trust	

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Contents

1. **Overarching Aims**
   Why do we assess? By Dylan Williams
2. **THE ASSESSMENT CYCLE**
   Cycle Overview
   Additional support beyond the cycle (Y1-Y6)
3. **TARGET SETTING**
   Aims
   Process
   Key terminology
   Target Setting timeline
4. **DATA COLLECTION**
   Assessment Calendar timeline
   Year 6 – timetable of completion of SATS papers
5. **PPMs**
   Aims
   PPM Focus – (EY, Years 1-5 and Year 6)
   Recording of PPMs
   Tracking the combined
   How this will work?
6. **Links to statutory guidance**
7. **Annex A – Handwriting assessment using National Curriculum statements**
8. **Annex B - Overview of Assessment Strategies from Nursery to Year 6**
9. **Annex C - Insight data prompt sheet for staff and PPM preparation**
10. **Annex D - SLT and subject leader questions for PPM**

1.OVERARCHING AIMS

Our assessment strategy is purposefully designed to align with our Trust Pillars, setting high expectations for every pupil and striving to ensure that no child is left behind.

By fostering an integrated approach to assessment—from classroom practice right up to Multi-Academy Trust (MAT) oversight—we empower all colleagues with a comprehensive understanding of each child's progress and achievement.

We are committed to inclusive assessment that recognises the diverse needs of pupils—including those with SEND—and ensures that appropriate adaptations and evidence sources are used so that every child's progress is understood accurately. Our processes are built around diagnostic assessment, reflecting DfE recommendations that assessment should support teachers in identifying learning gaps early and shaping responsive teaching.

The effective use of technology not only improves the precision of our assessments but also reduces administrative burdens, allowing staff to focus on what matters most: teaching and learning. Building a clear picture of success across the curriculum enables us to share best practices within and between schools, ensuring collective growth and improvement.

Ultimately, this system helps us to pinpoint areas where additional support and resources are needed, so we can best nurture every pupil's potential and secure outstanding outcomes for all.

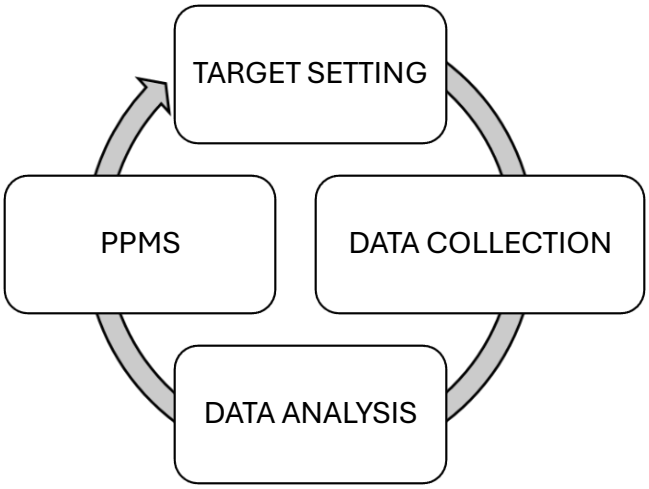
Quote from Dylan Williams

Why do we assess pupils?

It is through assessment that we can find out whether students have learned what they have been taught, so that we can make appropriate adjustments to our teaching.

Ultimately, therefore, all assessments are used to support decisions – the key idea is that a decision made with the information from the assessment is better than the decision that could be made without such information

2. THE ASSESSMENT CYCLE



Our assessment cycle reflects DfE guidance that assessment should be used to inform teaching, identify misconceptions early, and support improved pupil outcomes. The use of formative and summative information—including QLA, teacher judgement, and termly data—forms part of our wider diagnostic approach, consistent with national recommendations emphasising assessment for learning and early intervention.

All analysis and data processes are reviewed to ensure they remain manageable and purposeful, avoiding unnecessary workload while maintaining high-quality information for teaching and leadership decision-making.

Cycle Overview

TARGET SETTING

Targets for Reading, Writing and Maths will be set at the end of September each year based on summer term assessments and other assessment data held by the school.

DATA COLLECTION

Formative and Summative data will be collected through various assessments and uploaded into Insight to build a picture of how well each child is progressing.

DATA ANALYSIS

Regular discussions take place using this data through PPMs (see below) using the most up to date assessment data.

Termly deeper analysis of data using the full picture of formative and summative assessment, using national standardisation comparisons to ensure accurate benchmarking.

PPMS

PPMs are held half termly to discuss progress of key marginal children and key groups and intervene quickly where there are any concerns. Leadership teams to review progress, ensure results are on track to meet targets, highlight great practice and consider any additional support required if necessary.

Additional support beyond the cycle Year 1 -5

Identification: Using most recent pupil outcomes (attainment & progress) and historical outcomes.

Look at results:

a) Identify previous areas preventing expected attainment and historical outcomes.
b) Look at the results of the NFER papers
   Identify expected vulnerable children (<87)
   Identify key marginal children who should be expected (90 - 94 scaled scores)
   Identify solidly expected children – no concerns
   Identify spotlight children who are on track with concerns for progress
   Identify key marginal children for GDS (between 109 – 112 scaled scores)
   Focus needs to be in all areas and then correlate to understand the impact on combined scores and individual subject scores.
c) Create pupil groups for intervention and tutoring.

Additional Support beyond the cycle – Year 6

Identification: Using most recent pupil outcomes (attainment & progress) and historical outcomes.

Look at results:

a) Identify previous years SATs areas preventing expected and compare to mock SATS data – Do the gaps match? What are the gaps?

b) Look at the result of the SAT papers:
Identify expected vulnerable children (between 85-94 scaled score)
Identify key marginal children who should be expected (95- 100 scaled scores)
Identify solidly expected children – no concerns
Identify spotlight children who are on track with concerns for progress
Identify key marginal children for GDS (between107/108 to 110 scaled scores)
Focus needs to be in all areas and then correlate to understand the impact on combined scores and individual subject scores.

c) Create pupil groups for intervention and tutoring.

Further assessment strategies from Nursery to Year 6 can be found in Annex B. This document outlines the comprehensive assessment procedures and progress tracking methods implemented from Nursery through to Year 6. It details the baseline assessments, ongoing classroom evaluations, and specific subject interventions designed to support every child's learning journey.

This methodology underpins the MAT's ambition for 90% of pupils to achieve the expected standard, ensuring that early identification, precise assessment, and well-targeted support strengthen combined outcomes and contribute to sustained high performance across the Trust. This ambition forms part of our long-term strategic target, recognising that while not all schools are there yet, this shared direction provides a clear, collective improvement pathway for all schools.

3. TARGET SETTING

AIMS

'Target Setting' in every year group:

The aims of our approach are to support the current target setting process, ensure that we maintain an aspirational outlook for our pupils, and enhance the overall target setting procedure by making effective use of Insight data. This strategy underpins our commitment to raising standards, setting challenging yet achievable goals, and utilising robust assessment information to inform and refine targets for every child.

Target setting is underpinned by the principle that all pupils—including those with SEND—should have ambitious yet appropriate targets that reflect their prior attainment, learning trajectory, and reasonable adjustments. This aligns with the DfE's emphasis on inclusive curriculum and assessment design, ensuring barriers are removed and progress is recognised in a meaningful way.

THE PROCESS

In a late September staff meeting, each teacher will use Insight to set children's targets for the year.

Targets will be set using the following:

Rec	Baseline & GLD Forecast
Y1	Target setting Phonics
Y2	Target setting RWM
Y6	Target setting using prior trajectory including Y5 summer data.

Based on data- using TA, NFER, White Rose and Scaled score prediction in Y6.

Key groups:

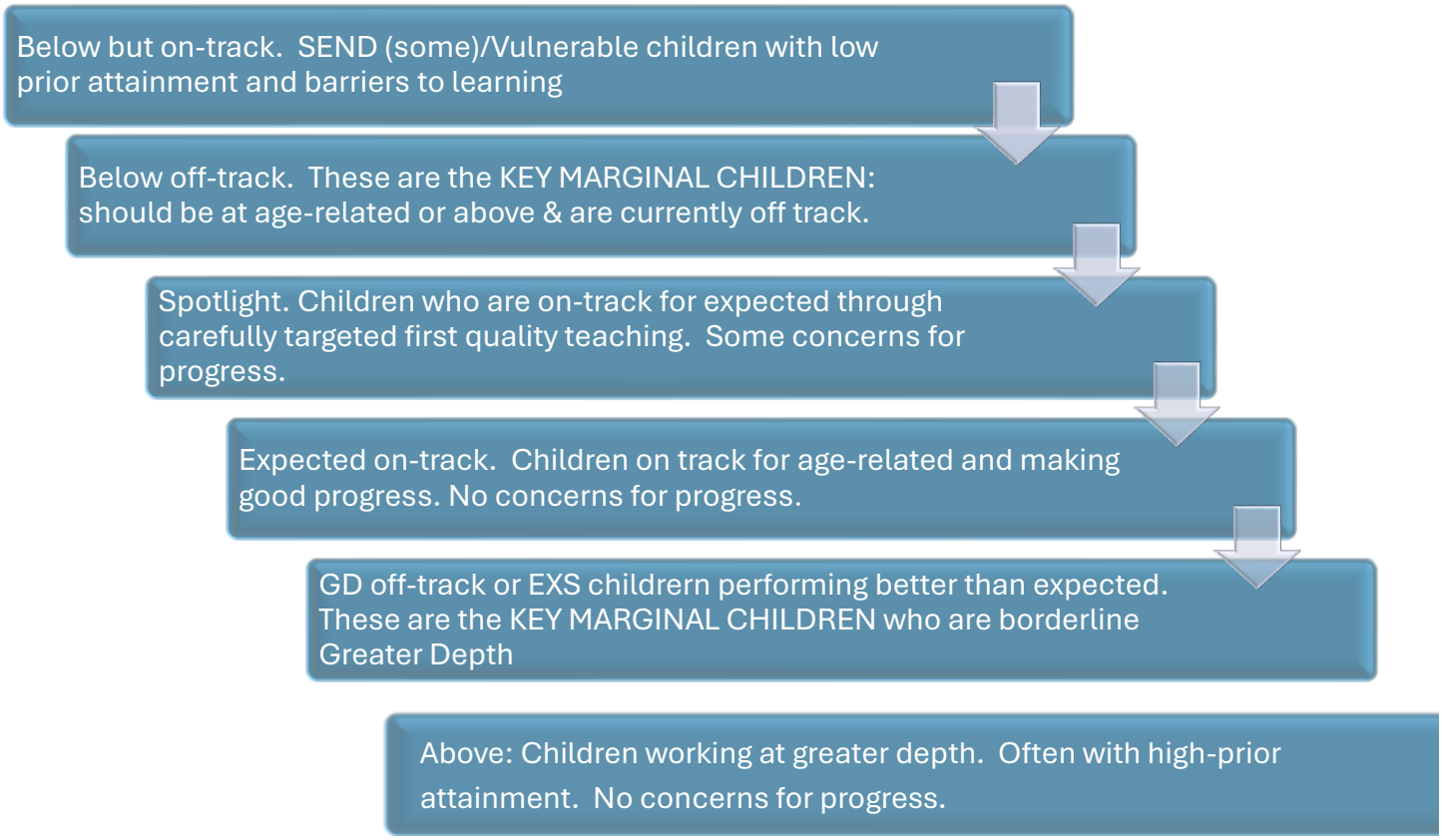
- SEND
- Key marginals for EXP standard
- Spotlight children at EXP need to be teacher focus (concerns with progress)
- Solidly expected- no concerns
- Key marginals for GDS standard/Scaled scores
- Consistently performing at GDS – no concerns

Awareness of how individual subject performance impacts the combined result:

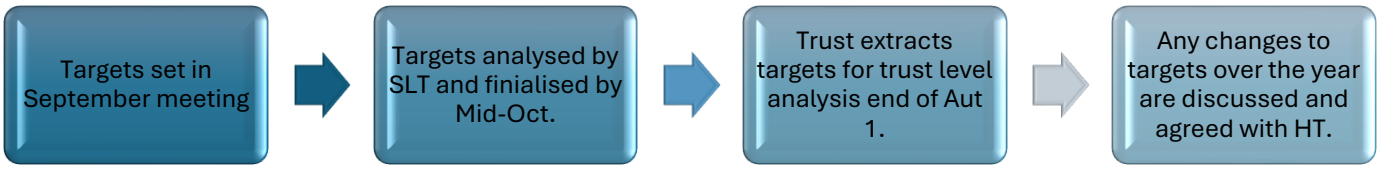
- Combined figure targets for every cohort.
- Enhance target setting accuracy.
- To inform teachers around the needs to adapt future learning and possible intervention focus to maximise pupil progress.

KEY TERMINOLOGY

During the staff meeting for 'target setting' the below terminology is introduced in preparation for the summative termly data review meeting at the end of each term. This will enable staff to consider the progress of children and identify individuals for focussed support and intervention.



TARGET SETTING TIMELINE AND CHANGES IN YEAR

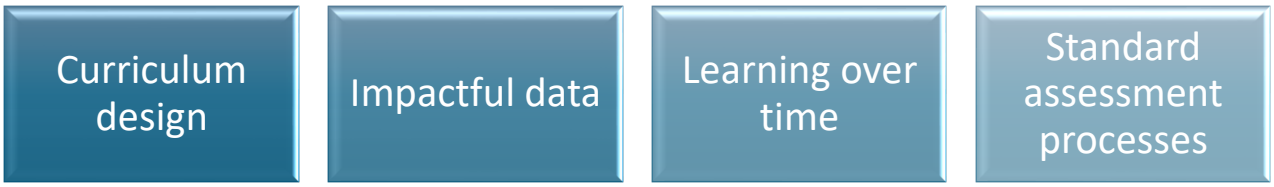


Updates required across the year.

This will then change overall targets for the year group and school. This is fine as gives an accurate picture of the cohort. Changes to targets made for students already assigned targets should be agreed with headteacher and reported on the SCIF.

4. DATA COLLECTION

Teaching & Learning and Assessment



Data is collected through T&L and assessment to build an accurate and detailed information set for each child.

This aims to make data impactful and ensure it is acted on by class teachers using QLAs to teach responsively by highlighting next steps in T&L and using trust standardisation to be able to understand each child's position accurately against age related expectations (AREs).

We should be using information on learning to build a picture of each child and class to enable accurate termly teacher assessment drops and obtain combined tracking throughout the school journey.

Annex C - Staff guide - Insight Assessment, gives a detailed guide to inputting of data in all phases.

The assessment processes: Assessment calendar, agreed PPM meeting for analysis and intervention planning, target setting, trust data meetings.

ASSESSMENT CALENDAR TIMELINE

Month	**Key dates (Bold=Statutory)**	**School Meetings/ Time Required**
Autumn 1	Y6 SATS Mock Reception baselines Phonics half termly assessments Reading fluency Target setting - GLD – Year 6	End of Sept – Target setting meeting PPMs
Autumn 2	NFER assessment WR assessments/Maths moderation EY and Year 1 - TA Writing TA Phonics half termly assessments Reading fluency	End of Term data analysis and intervention planning meeting. PPMs

	SATs TA	
Spring 1	Phonics half termly assessments Times tables assessment Reading fluency	PPMs
Spring 2	NFER assessment WR assessments/Maths moderation EY - TA Writing TA Phonics half termly assessments Reading fluency SATs TA	End of Term data analysis and intervention planning meeting. PPMs
Summer 1	**KS2 SATs week** Phonics half termly assessments Times tables assessment Reading fluency	PPMs
Summer 2	**Y4 Multiplication Check** **Year 1&2 Phonics Check** **EYFS GLD** NFER assessment WR assessments/Maths moderation Writing TA Reading fluency	End of Term data analysis. Transition meeting between staff. Intervention planning meeting for September. PPMs

Year 6 order of completion of SATS Papers

Academic Year	Baseline - July/ September	Autumn term data drop	Spring term data drop
2025/26	2023 papers	2024 papers	2025 papers
2026/27	2023 papers	2025 papers	2026 papers
2027/28	2023 papers	2026 papers	2027 papers
2028/29	2023 papers	2027 papers	2028 papers

5. PUPIL PROGRESS MEETINGS (PPM)

Supporting leaders' in-depth understanding of achievement across all year groups, alongside reinforcing teachers' dedicated focus on pupil attainment, is essential for accelerating pupil progress. By prioritising these aspects, the aim is to ensure that an increasing number of children reach the national average for their year group, thereby maximising overall pupil success and helping to inform future teaching strategies and interventions.

PPMs will explicitly consider the progress of pupils with SEND, ensuring that assessment information is interpreted within the context of individual need and reasonable adjustments. This aligns with national expectations for inclusive assessment and equitable opportunity to reach age-related expectations where appropriate.

Meetings will remain tightly structured and time-efficient to ensure they support, rather than add to, teacher workload. This reflects DfE guidance on limiting unnecessary administrative burden while maintaining a sharp focus on pupil progress



These are meetings with each year group/phase/whole school run by the leadership team.

AIMS

At the beginning of the academic year, it is important to communicate the aims and structure of Pupil Progress Meetings (PPMs) to all teaching staff. These meetings are designed to enhance leaders' detailed understanding of pupil achievement across every year group, reinforce teachers' focused attention on pupil attainment, and drive accelerated progress so that a greater number of children reach the national average for their year group. Additionally, PPMs provide an opportunity to share effective practices throughout the school, promoting a collaborative approach to raising standards.

PPM Focus Content

In the autumn term, prior to target setting, PPMs can be used to discuss children in the class who need addition focus in their transition to a new year group and begin to highlight any concerns and those potentially who could make accelerated progress. A guide to discussion focus for PPMs is below.

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	Baseline and GLD forecast	Progress against forecast and off-track children discussions	Mid-Point reviews of off-track children for GLD and support needed	Progress against forecast and off-track children discussions.	Progress against forecast and off-track children discussions.	GLD Submission and Phonics Y1 Forecasts.

Year 1-5

Initial discussion: Linked to the agreed combined targets for the class/year group (set in autumn 1), every meeting must start with a review of the impact of intervention strategies in use, leading to a discussion of the percentage of children currently at expected in all three core subjects followed by revisiting the EXP key marginal children in R/W/M.

Teacher preparation: Teachers should come to each PPM with the above information ready to share.

Leadership preparation: Use the data to prepare for the meeting identifying trends in gaps in learning and individual focus children to discuss.

Term		Focus	Data	Actions
Aut 1	1	Review of Prior Attainment and identifying concerns. Target setting discussions. Baseline handwriting (see Annex A)	Handover meetings with previous teacher from transition in summer (attainment and contextual data). Or is this best in summer term? Initial thoughts about target setting. Maths pre-assessment data. Reading Comprehension/Fluency	Outline how the reading curriculum will be adapted considering this data, Use the information for adaptive planning of curriculum resources.

			In-class teacher knowledge.	
	2	Agree the combined target for the cohort / class. Identify the EXP key marginal children in reading, writing and maths. Identify children who are vulnerable in 1/2/3 areas impacting on combined data.	EOY Agreed Targets Maths pre/post-assessment data. Reading Comprehension/Fluency In-class teacher knowledge.	Agree catch up strategies for key marginal EXP children. Consider adaptive planning of curriculum resources in PPA.
Aut 2	1	Review progress of EXP key marginal children from last meeting and impact of interventions. Identify the GDS key marginal children in reading, writing and maths.	Year 1 (&2) phonics data Maths pre/post-assessment Reading Comprehension/Fluency In-class teacher knowledge.	Update catch up strategies for key marginal EXP children. Agree catch up strategies for key marginal GDS children. Consider adaptive planning of curriculum resources in PPA.
	2	Clarify what the WR Maths, NFER and writing data show about gaps and patterns. Use autumn TA data to review EXS/GS key marginal groups for spring with key gaps to close.	Termly NFER and WR test data Maths pre/post-assessment. Reading Comprehension/Fluency In-class teacher knowledge.	Update catch up strategies for key marginal EXP and GDS children. Consider adaptive planning of curriculum resources in PPA.
Spr 1	1	Review key marginal focus children for EXP and GDS and identify those vulnerable in 1/2/3 areas for combined data. Review data – look at patterns, gaps and strengths. Review judgement data for any changes to writing key marginal groups.	Reading data Maths pre/post-assessment Reading Comprehension/Fluency In-class teacher knowledge.	
	2		Maths pre/post-assessment data. Reading Comprehension/Fluency	

			In-class teacher knowledge.	
Spr 2	1		Year 1 (&2) Phonics data Maths pre/post-assessment quizzes Reading Comprehension/Fluency In-class teacher knowledge.	Update catch up strategies for key marginal EXP children. Agree catch up strategies for key marginal GDS children. Consider adaptive planning of curriculum resources in PPA.
	2	Use spring TA data to review EXS/DGS key marginal groups for Summer with key gaps to close.	Termly NFER and WR test data Maths pre/post-assessment Reading Comprehension/Fluency In-class teacher knowledge.	Update catch up strategies for key marginal EXP and GDS children. Consider adaptive planning of curriculum resources in PPA.
Sum 1	1		Reading Comprehension/Fluency Maths pre/post-assessment Reading Comprehension/Fluency In-class teacher knowledge.	
	2		Maths pre/post-assessment Reading Comprehension/Fluency In-class teacher knowledge.	
Sum 1	1		Maths pre/post-assessment Reading Comprehension/Fluency In-class teacher knowledge.	
	2	Use summer TA data to set proposed interventions for autumn and suggested focus for key marginal EXS and GDS groups for new teacher.	Termly NFER and WR test data MTC (Y4) Phonics (Y1/Y2) Maths pre/post-assessment	

			Reading Comprehension/Fluency In-class teacher knowledge.	

Year 6

Within the academic year, each school based on their own context and priorities will have clear strategies for key marginal EXP and GDS children. Consideration will be given to adaptive planning of curriculum resources to ensure the strategies are achievable within the agreed timeframe. Each subject (Reading, Writing , Maths and EGPS) will be analysed as well as a focus on the impact on the combined data.

RECORDING OF PPMs

Schools are to use Insight matrix templates to record the PPM meetings. Teachers are to prepare a complete and accurate picture of the children within their class/year group. **Annex C** – Insight Data Prompt Sheet gives a step-by-step approach on how teachers are to analyse pupil outcomes, identify barriers, strategies already used and prepare intervention proposals.

In addition, **Annex D** provides subject leaders with guidance on analysing data across the school, enabling them to pinpoint specific year groups or classes that may require extra support to boost pupil outcomes. This ensures a targeted approach, allowing leaders to allocate resources effectively and develop tailored action plans to raise attainment where it is most needed.

As part of the process, the next steps should include accelerating progress for identified pupils, maintaining a clear outcomes focus, and adopting a forensic view of the available data. Intelligent mapping of support strategies and interventions will ensure that resources are targeted effectively, enabling staff to respond proactively to both academic and social-emotional needs. This approach will also support robust planning for transition and handover between year groups, maximising continuity and impact.

TRACKING THE COMBINED RWM

To ensure a key focus on the combined figure which each school is currently judged by.

To ensure that more children are on track in younger age groups in order to improve Y6 outcomes

To support teachers in identifying those children who need additional support to ensure they remain on track for the national average or greater depth / higher standard

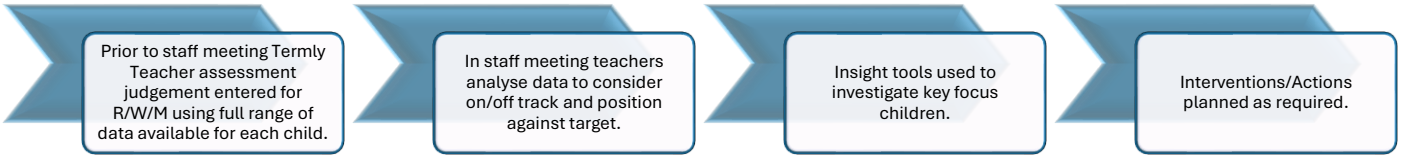
Agree a tracker that enables leaders / teachers to track children's progress and update at each PPM using teacher assessment, test data and prior outcomes.

Use the tracker at PPMs to identify children on/off track and intervene as necessary.

Leaders can identify whole school priorities interventions, quality assurance processes and how this links to coaching .

HOW THIS WILL WORK

Insight allows us to track the combined for each child using the Teacher Assessment Termly data drops and their data analysis feature. As part of the termly staff meeting analysis teachers to consider their combined teacher assessment data against their start of year targets set and consider if they are on track to meet targets. They can then use a range of Insight tools, for example, to identify key groups for focus for regular PPMs or additional intervention and tutoring.



6.LINKS TO STATUTORY GUIDANCE

Reception Baseline – Reception baseline assessment - GOV.UK

Changes for the academic year 2025 to 2026

From the start of the academic year 2025 to 2026, schools will need to use our new assessment services via DfE Sign-in to administer the RBA.

The 2 new assessment services will be available for schools to access from Monday 2 June 2025. We will provide more information on how to access them in the 2025 RBA administration guidance.

Portal link for statutory tests - https://www.ncaportal.education.gov.uk/

Phonics screening check **Administration guidance -** Phonics screening check administration guidance - GOV.UK
KS1 papers **Administration guidance -** 2026 optional key stage 1 tests guidance - GOV.UK
MTC **Administration guidance -** Multiplication tables check: administration guidance - GOV.UK **Please note - 4.4 - (Guidance on how a child can be disapplied.** A child can be disapplied for the following reasons: Absent for the entire check window. Working below Year 2 expectation (unable to answer easiest questions). Just arrived in school during the check window (EAL, not enough time to assess). Unable to access the check even with arrangements. **5 – Access Arrangements** Access arrangements may be appropriate for pupils with specific needs who require additional arrangements so they can take part in the MTC. This includes pupils: with an education, health and care (EHC) plan

with special educational needs and disabilities (SEND), and who have related provision and support in school whose learning difficulty or disability significantly affects their ability to access the check who have behavioural, emotional or social difficulties with English as an additional language (EAL) and limited fluency in English Schools do not need to request permission to use access arrangements. However, the support given should be based on normal classroom practice and must never advantage pupils.
KS2 **Administration guidance -** Key stage 2 teacher assessment guidance 2026 - GOV.UK

We encourage schools to sign up for STA's assessment updates. These are regular emails which include important information and dates in relation to primary assessments.

Finally to assist schools with their forward planning future assessment dates can be found with the link below and imported into your calendar.

Primary assessments: future dates - GOV.UK

Annex A **Handwriting assessment using National Curriculum statements**

Early Years Foundation Stage (statutory framework)

Handwriting is not a discrete ELG, but assessment is grounded in:

Physical Development – Fine Motor Skills

Children at the expected level of development will:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Begin to show accuracy and care when drawing

Literacy ELG: Writing

Write recognisable letters, most of which are correctly formed

Assessment focus

- Writing readiness through pre-writing assessment – visual-motor integration test (foundation of all letters and numbers through shapes)
- Pencil grip (tripod) and control
- Formation of recognisable letters
- Readiness for writing rather than presentation polish
- Feet grounded on floor for perfect posture

Key Stage 1 – National Curriculum (English)

Year 1

Pupils should be taught to:

Sit correctly at a table, holding a pencil comfortably and correctly.

Begin to form lower-case letters in the correct direction, starting and finishing in the right place.

Form capital letters.

Form digits 0–9.

Understand which letters belong to which handwriting ‘families’.

Assessment focus

- Letter formation accuracy
- Correct directionality
- Secure pencil control
- Consistency rather than speed
- Distinction between lower-case and capital letters
- Feet grounded on floor to ensure perfect posture

Year 2

Pupils should be taught to:

Form lower-case letters of the correct size relative to one another.

Start using some of the diagonal and horizontal strokes needed to join letters.

Write capital letters and digits of the correct size, orientation and relationship to one another.

Use spacing between words that reflects the size of the letters.

Assessment focus

- Relative size and spacing
- Emerging and appropriate joins
- Legibility of continuous writing
- Control sustained beyond short tasks

Lower Key Stage 2 – National Curriculum (English)

Years 3 and 4

Pupils should be taught to:

Use joined handwriting throughout their independent writing.

Increase the legibility, consistency and quality of their handwriting.

Ensure that the downstrokes of letters are parallel and evenly spaced.

That lines of writing are spaced sufficiently so ascenders and descenders do not touch."

Assessment focus

- Clear and legible letter forms
- Consistent diagonal and horizontal strokes that are needed to join letters
- Control of spacing and layout
- Writing that supports composition, not hinders it

The curriculum **does not specify a handwriting style**, only that joins are used and writing remains legible.

Upper Key Stage 2 – National Curriculum (English)

Years 5 and 6

Pupils should be taught to:

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Choosing the writing implement that is best suited for a task.

Assessment focus

- Sustained legibility at speed
- Fluency across longer pieces
- Independence and suitability of handwriting choices (task and audience)

Children may choose not to join, where appropriate

Statutory teacher assessment link (end of KS2)

Within the **Teacher Assessment Framework for Writing** (current for 2024–25):

Expected Standard

The pupil's handwriting is legible, fluent and joins letters appropriately.

Greater Depth

The pupil maintains legibility and fluency consistently and writes at speed.

Important DfE clarification

- Handwriting is assessed **only through independent writing**
- Legibility and fluency must be seen **across a range of work**

Annex B - Overview of Assessment Strategies from Nursery to Year 6

This document outlines the comprehensive assessment procedures and progress tracking methods implemented from Nursery through to Year 6. It details the baseline assessments, ongoing classroom evaluations, and specific subject interventions designed to support every child's learning journey. The approach includes regular assessments in phonics, writing, maths, and reading, with targeted support and interventions planned according to identified gaps. There is a strong emphasis on partnership with parents, staff development, and continuous adaptation of teaching practices to ensure all pupils achieve their potential. The strategies described enable the school to monitor progress closely and provide timely support, ensuring no child is left behind at any stage of their education.

Nursery:

- Prewriting shapes assessment document - completed on entry then termly to track progress. Informs planning and support needed
- Ongoing classroom assessment using the Empower Trust assessment guidance

Reception:

- Completion of RBA in autumn term
- Reception baseline tracker – highlight gaps – informs planning and interventions
- Target setting - GLD
- Children complete a phonics baseline assessment. We have anything up to 5 feeder nurseries.
- Phonics workshop with parents/Stay and play sessions with modelled learning
- Daily whole class sessions - single letter sounds which are recorded on a tracker to identify those who need 1:1 intervention to address gaps.
- Whole class phonics lesson in the afternoon
- Every half term, the children are assessed on their set 1, 2 and 3 sounds (depending on what they have been taught), as well as word reading and fluency. Homogenous groupings to make sure they are being taught to their challenge level.
- Prewriting shapes assessment document - completed on entry then termly to track progress. Informs planning and support needed
- Independent Writing to aid transition into Year 1 – end summer term
- RWI advisor – autumn/spring visits – children not on track assessed/staff CPD
- Termly, ongoing use of the trust assessment document that covers all areas of learning.
- Use of Insight to track writing
- Pupil progress meeting to check progress against forecast/discussion for children off-track and support needed planned in
- Ongoing classroom assessment using the Empower Trust assessment guidance
- Reception - maths assessment - termly cuspy children and staff wanting to use with whole class to support ELG assessment
- Talking time assessments - carried out spring 1 ready to start programme in spring 2

Year 1/2

- Taking part in the Mastering Number programme. This includes:
  KS1 Mastering Number programme taught daily for 15 minutes
  Whole-class teaching and retrieval activities
  Daily morning work – key instant recall facts
- Termly fluency check to build up the foundational knowledge
- Assessment is then ongoing and embedded within daily classroom practice.

Phonics

- Baseline assessment for Year 1 and 2 on RWI portal
- Phonics workshop with parents
- Phonics lead does not teach a group – circulating to ensure fidelity to the scheme, checking and reassessing children to see if they can move to the next group.
- Spotlight children checked with reading teachers in each group
- Reading teachers are assessing daily during phonics lessons, observing children and listening carefully during speed sounds lessons and partner practice
- Phonics lead team teaching with staff
- Bi-weekly pupil pathway QR codes which are then sent home for children to access phonics teaching appropriate for their groups.
- Tracking assessment data to identify children who require 1:1 tutoring, who may be ready to move up and those who may be at risk of falling behind. We give 1:1 tutoring to our first 20% readers in every class who are learning reading through phonics.
- Same day 'keep up not catch up interventions' with spotlight children
- Every half term, the children are assessed. Homogenous groupings to make sure they are being taught to their challenge level. The half-termly assessment continue through year 1 until they are off the phonics scheme in year 2.

Year 4

- Baseline assessment is carried out to establish pupils' recall of multiplication facts. This informs planning, grouping, and targeted support
- Regular sound checks on TTRS to assess what times tables each child knows, and which need to be focused on – individual pathways created on TTRS
- Teaching of times tables within the maths curriculum
- Morning work with iPads
- Individual practise.
- Use of progression document for teaching of times tables/number facts from reception to Year 6
- Taking part in the Mastering Number programme. This includes:
  Year 4 Mastering Number programme taught daily for 15 minutes
  Whole-class teaching and retrieval activities
  Small-group work focused on children stuck on a particular times table/ targeted gaps
  Daily morning work – key instant recall facts
- Assessment is then ongoing and embedded within daily classroom practice.
- TTRS shared with parents in October parents evening and reminded about regularly
- Year 3/4 times tables workshop for parents - January
- Teacher assessment is continuous, with outcomes used to adapt teaching and provide intervention where required.

Year 6

- Baseline assessment of SATs papers – September
- Analysis of data to see gaps in knowledge - informs future planning and interventions (Baseline through to SATS)
- Reading fluency assessments – class based and 1:1
- SATS papers completed in test environment (extra time, prompters and scribes)
- Morning work linked to times tables fluency and key instant recall facts
- Weekly Maths booster club from January-May - small groups focusing on arithmetic (morning and after school sessions - 31 children in 5 groups)
- Mock sats for 1-2 days based on needs of the children (children who have extra time, prompters, readers, scribes and test environment)
- Two-week booster sessions before SATs week - small groups (children complete a SATS paper in school and it is debriefed within the morning session) Children then have breakfast together at 9am. Free breakfast club offered to sibling to ensure all children take part.
- Parents Evening and SATS meeting to form partnerships with home
- LSAT Involvement to assess children for Access Reporting Arrangements
- Constant dialogue regarding progress using latest data
- Forensic monitoring of attendance/catch up sessions where necessary
- Writing – revising and editing planned in after each unit
- 10 minutes test books - CGP Reading, Maths and Grammar, Punctuation and Spelling books - these are used from January as homework. A daily debrief session in class/children mark and correct mistakes.
- Sittings in SATS due to staffing capacity. Also helps with the emotional wellbeing during the week.

Annex C - Staff guide: Insight Assessment

www.insighttracking.com

INPUTTING DATA

To analyse data at Trust level all schools need to input the following data.

Reception

Subject	Assessment Name	Mark scheme
Writing	Main Assessment	Teacher Judgement
Reading	Main Assessment	Teacher Judgement
Maths	Main Assessment	Teacher Judgement
EYFS GLD	Predicted GLD	Teacher Judgement

Reception - summer

Subject	Assessment	Mark scheme
Writing	Main Assessment	Teacher Judgement
Reading	Main Assessment	Teacher Judgement
Maths	Main Assessment	Teacher Judgement
EYFS GLD	EYFSP and Main Assessment	Teacher Judgement
EYFSP	Statutory - All 17 areas	Teacher Judgement

Year 1

Subject	Assessment	Mark Scheme
Writing	Main Assessment	Teacher Judgement
Reading	Autumn - Main Assessment Spring/Summer - NFER (Score) + NFER (Attainment Band)	Teacher Judgement Standardised Scores Teacher Judgement
Reading	Phonics Teacher Judgement	Teacher Judgement
Maths	Autumn - Main Assessment (All schools) Spring/Summer Main Assessment (All schools - WR and control schools) NFER (Score) NFER (Attainment Band) (control schools)	Teacher Judgement Teacher Judgement Standardised Scores Teacher Judgement

Year 1 and 2

Subject	Assessment	Mark Scheme
Reading	Phonics Screening Check/Statutory	Y1 score and Y2 score

Year 2, 3, 4 & 5

Subject	Assessment	Mark Scheme
Writing	Main Assessment	Teacher Judgement
Reading	NFER (Score) NFER (Attainment Band)	Standardised Scores Teacher Judgement
Maths	Main Assessment (All schools - WR and control schools) White Rose Assessment - score only (WR schools) NFER (Score NFER (Attainment Band) (control schools)	Teacher Judgement Teacher Judgement Standardised Scores Teacher Judgement

Year 4

Subject	Assessment
Maths	MTC - CTF import

Year 6

Subject	Assessment	Mark Scheme
Writing	SAT TA	Teacher Judgement
Reading	SAT Scaled score SAT TA	Standardised Scores Teacher Judgement
Maths	SAT Scaled score SAT TA	Standardised Scores Teacher Judgement
GPS	SAT Scaled score Main Assessment	Standardised Scores Teacher Judgement

Year 6 summer

Subject	Statutory Assessment	CTF imports
Writing	SAT TA	KS2 - Teacher Assessments
Reading	SAT Scaled score	KS2 - Scaled Scores
Maths	SAT Scaled score	KS2 - Scaled Scores
GPS	SAT Scaled score	KS2 - Scaled Scores
Science	SAT TA	KS2 - Teacher Assessments

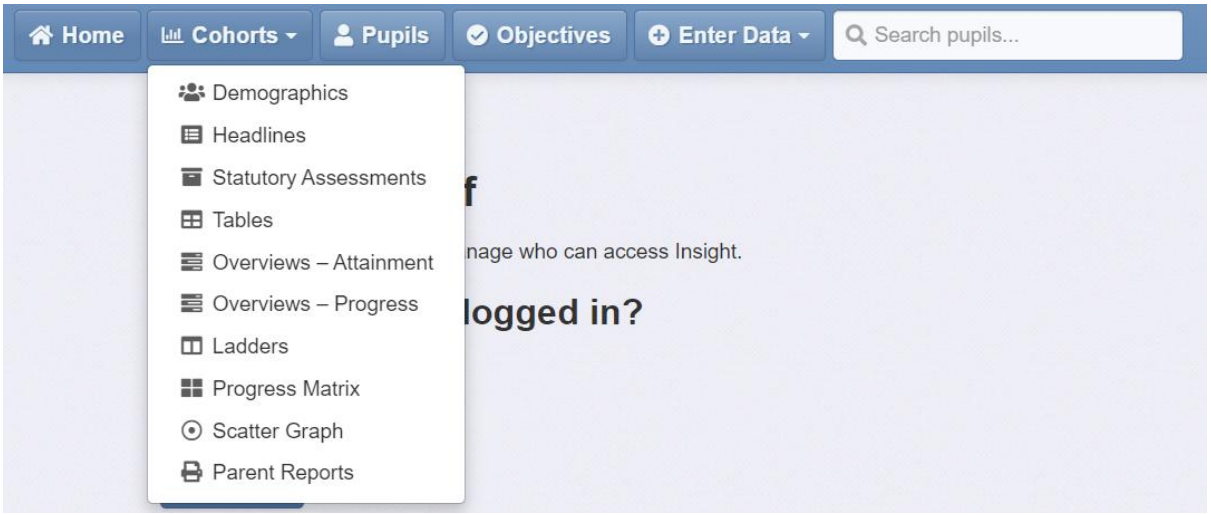
Data to be checked by headteacher/SLT before the deadline for the data drop.

NFER Attainment Band. Use this to record pupils' attainment as B / WTS / EXS / GDS. Use the colour attributed to each pupil's standardised score to make this judgement.

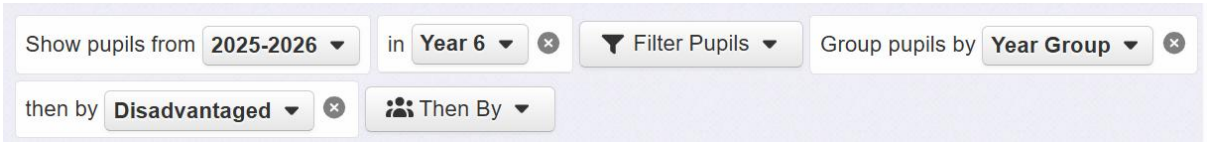
NFER Standardised Score	NFER Attainment Band
- 87	B
88 - 94	WTS
95 - 112	EXS
113 -	GDS

GENERATING PROGRESS MATRICES

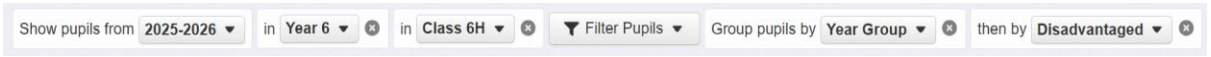
Click on cohorts, followed by Progress Matrix



Select show pupils for current year (or select relevant year), filter pupils (select class)



Select your class



Compare assessments for:

Set the year to previous year (or select relevant year)

Term Summer

Name NFER (band or score) for reading/maths For writing this will need to be main assessment

Subject reading/maths/writing

Against assessments for:

Set year to current year

Term: Autumn/Spring/Summer (choose term you are comparing against)

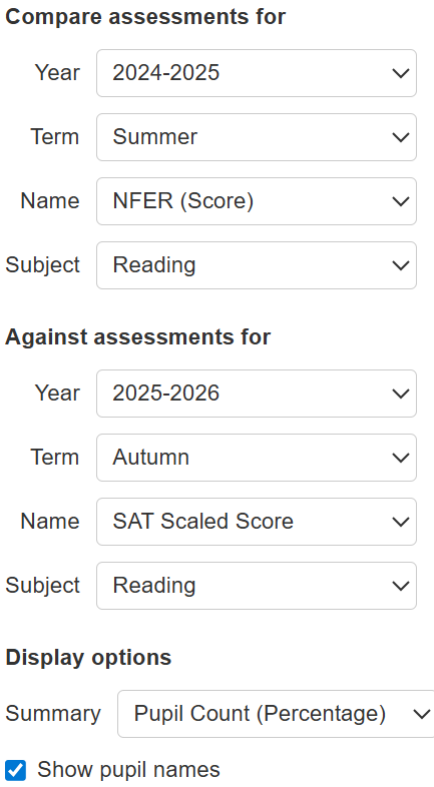
Name : Assessment name will depend on year group and term comparing (eg Yr 6 SAT scaled score)

Subject reading/maths/writing

Display options:

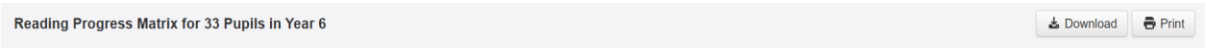
Pupil count (Percentages)

Tick box to show pupils names within Progress matrix

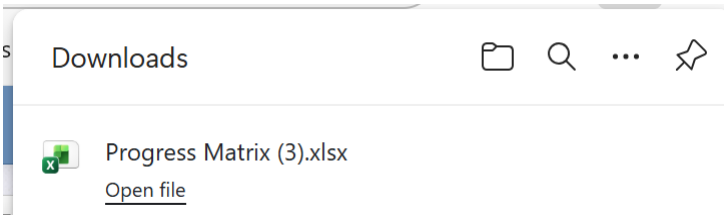


This will generate the progress matrix for you which you can now download.

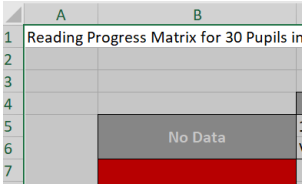
Click download



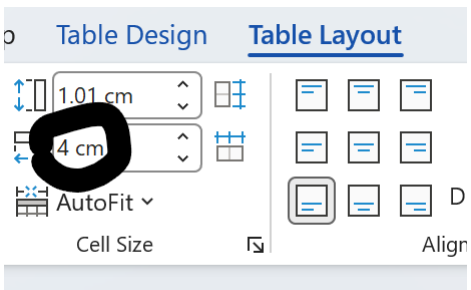
This will then appear in your downloads, where you can open it by clicking on it.



In the excel spreadsheet, click on the word reading and hold/drag down and right to highlight the grid



Copy the table and create a new Word document-ensure document is landscape. Paste the table on Change column size to 4 cm to allow the table to fit on.



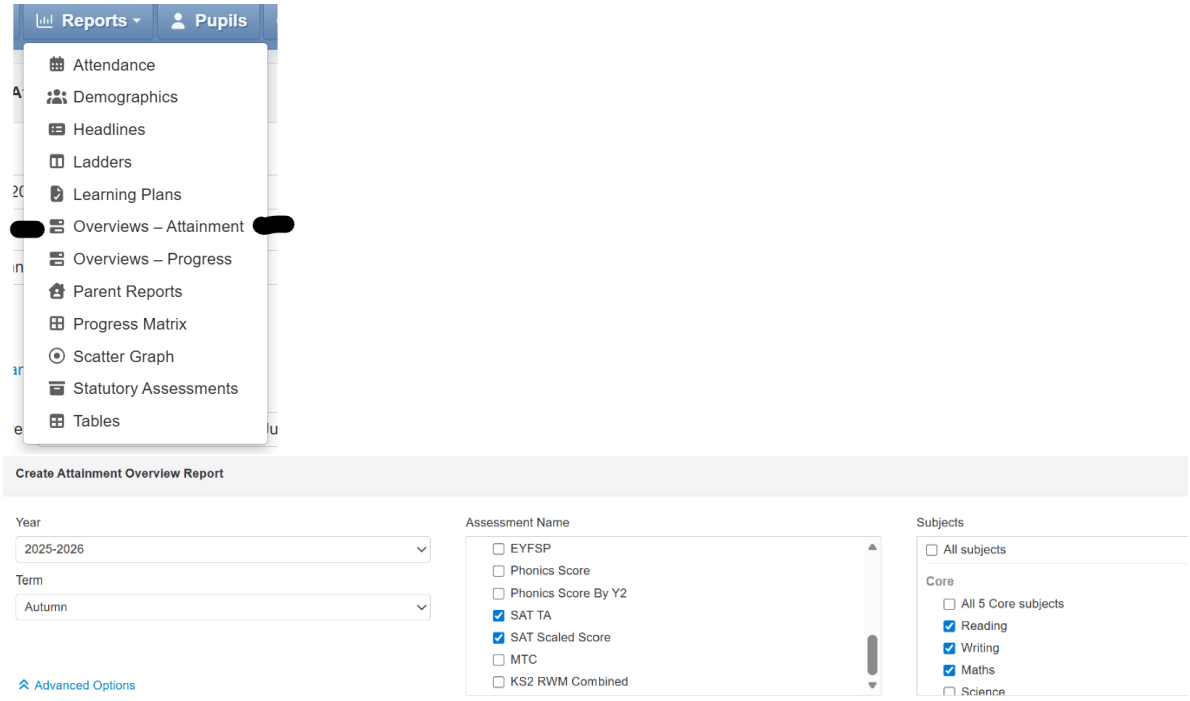
Save the table to your pupil progress folder.

Save the documents for reading/writing and maths in this new folder.

The progress matrices are now ready for you.

Combined Data

In reports, select the current year and current term. Select the assessment names applicable for your year and tick reading writing and maths.



At the end of the report the combined figure for your class will show.

Combined attainment in

At/above expected	Above expected
48%	0%

Now you have all your data, prepare a complete and accurate picture of your class

Class teachers should come with a **forensic knowledge of their class**, including:

- Current **Teacher Assessment** (R/W/M) from termly data drops (within matrix)
- NFER, White Rose, phonics, fluency, writing to be uses to support your analysis
- Updated **Insight** data including combined RWM position
- Movement against their **start-of-year targets** (set in September)

  Currently applicable for EY and Year 6
- Identification of key groups

  Key marginals – EXP

  Key marginals – GDS

  Spotlight children

Vulnerable groups (Dis and Non Dis, SEND, EAL, attendance, safeguarding concerns)

Solidly EXS and securely GDS

Analyse pupil outcomes before the meeting

Teachers should have analysed:

- **Class attainment profile** against ARE
- **Progress since last term**
- **Prior attainment** (from last year)
- **3-year trajectory** where relevant (e.g., Y6: KS1 baseline → now)
- Gaps emerging from:

  QLA (Reading/Maths)

  Writing moderation

  Fluency checks

  Phonics checks

Identify barriers and strategies already used

Teachers must know for each focus child/group:

- What's stopping progress? (learning behaviours, attendance, SEND need, misconceptions)
- What has been tried already?
- What has had/hasn't had impact?

Be ready to justify Teacher Assessment

Teachers should bring:

- Evidence for judgements
- Books for sample moderation if requested
- Clear explanations for children "not on track"

Prepare intervention proposals

Teachers should arrive **ready to propose**:

- Next steps
- Targeted interventions
- In-class adaptive strategies
- SMART outcomes linked to combined RWM

Annex D - Suggested Questions for SLT to ask in a PPM Meeting

About attainment and combined RWM

What % of your class is currently at **EXS** in Reading? Writing? Maths?

What % are at **combined RWM**?

How does this compare with:

Their **start-of-year targets**?

Last term's data?

Last year's outcomes for this cohort?

The **3-year trend** for this year group?

About specific groups

Who are your **EXP key marginals**, and what is in place to accelerate them?

Which children are borderline **GDS**, and what are the barriers?

Who are the **spotlight children**, and what are the early signs of progress?

Are SEND children making good progress relative to need and reasonable adjustments?

Are PP/EAL children on track in RWM? Why or why not?

About teaching impact

Which strategies have had the greatest impact this term?

Which strategies have not worked and why?

What changes are needed in teaching/adaptive planning?

How is QLA shaping this term's planning?

About longitudinal progress (DfE expectation)

Does the attainment match pupils' prior trajectory?

Are any children sliding compared to:

EYFS baseline

KS1 KS1 TAs

Last year's NFER/WR papers?

What is your projection for end-of-year combined EXS and GDS?

About attendance, pastoral factors and wider need

Are there attendance patterns impacting progress?

Do any children need a SEND review/MARF/SALT or other external agency involvement?

What do we need to do as SLT to remove barriers?

Questions Maths & English Subject Leaders Should Ask

English Subject Leader Questions (Reading + Writing)

Year-group breakdowns

Which year groups are strongest and weakest in English this term?

Which classes show better than expected progress since the last data drop?

Why is this?

Is the profile consistent across cohorts or is there significant variation?

Reading-specific

What are the key patterns emerging from:

NFER Reading?

Reading fluency?

QLA question types? (e.g., inference, retrieval)

Which pupils are below 87 (vulnerable), 90–94 (EXP marginal), 109–112 (GDS marginal)?

Are disadvantaged achieving similar outcomes to non-disadvantaged?

Are boys/girls achieving similarly? What's the gender gap trend?

Which pupils are borderline EXS or GDS, and what is the barrier?

Are reading outcomes aligned with writing outcomes?

How are lowest 20% being supported?

Writing-specific

Is Teacher Assessment supported by evidence across books?

Are handwriting expectations (per Annex A) improving?

Are joins, stamina and composition improving term-on-term?

Are disadvantaged achieving similar outcomes to non-disadvantaged?

Are boys/girls achieving similarly? What's the gender gap trend?

Which pupils are borderline EXS or GDS, and what is the barrier?

Progress from last year

How do this year's English outcomes compare to:

End of last year?

KS1 or EYFS baseline (depending on year group)?

Three-year English trends

Is the cohort stronger/weaker than the same cohort 3 years ago? What does the IDSR show?

What does the subject trend show for EXS/GDS over time?

Is your tracking showing upward, downward or inconsistent pattern?

Maths Subject Leader Questions

Year group breakdowns

Which year group achieved the strongest outcomes in WR/NFER?

Which year group shows the biggest gaps?

Which specific domains are weakest (fractions, geometry, place value)?

QLA/diagnostic analysis

What common misconceptions are shared across the cohort?

Are teachers adapting planning based on QLA outcomes?

Do cohort needs link to whole-school CPD priorities?

Target groups

Who are:

<87 scaled (vulnerable)?

90–94 borderline EXP?

109–112 borderline GDS?

Has the key marginal group moved since last term? Why or why not?

Progress from last year

Does the NFER/WR data match last year's outcomes?

If mismatched, what has changed?

Has the cohort improved at the same rate historically expected?

Three-year trend analysis

What is the trend in maths EXS/GDS across three years? What does the IDSR show?

Are interventions improving outcomes historically?

Are improvements in arithmetic matched by reasoning improvements?

MTC (Y4) and times tables

Who is not on track for 25/25?

What fluency interventions are working?

What's the trajectory since autumn?