



The Queen's Church of England Primary School

Encouraging every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect.

THE QUEEN'S SCHOOL Assessment Policy

Agreed by: School Governors
Date: March 2021
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(or when changes to Government statutory assessments)
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Version 4

All The Queen's School policies should be read in conjunction
with the Equality Policy

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The Queen's Church of England Primary School

ASSESSMENT POLICY

At The Queen's Church of England Primary School, assessment is an essential and integral part of effective learning and teaching. Assessment at The Queen's school is guided by and based on ten principles:

- Integrated
- Inclusive
- Individual
- Embedded
- Continuous
- Developmental
- Child centred
- Shared
- Consistent
- Tracked

Following these principles, which are fully explained in Appendix 1, ensures that all assessment supports high quality learning for all children and supports good and rapid progress.

Types of Assessment in KS1 and KS2:

At The Queen's School two different types of assessment are undertaken:

- **Formative assessment - Assessment for learning (AFL)** is the ongoing daily assessment in the classroom by the teacher to monitor and raise pupil achievement. The result of using this form of assessment has a direct impact on children's learning, the teaching materials, the planning and the strategies used to support learning in the classroom.
- **Summative assessment – Assessment of learning** summative assessment is the assessment of a child's understanding at a moment in time and involves judging a pupil's performance against national age expectations. Summative assessment is either statutory, as in the end of key stage, multiplication and phonics assessment set by the government, or optional testing which at The Queen's school takes place at the end of the term/academic year. These assessments are used to inform, not supersede the ongoing teacher assessment (See Appendix 2 for assessment timetable).

Formative assessment - How learning is assessed in the classroom (AFL):

The **National curriculum** sets out the programme of study with clear expectations on what a child is expected to know and understand by the end of each academic year and by the end of each Key Stage. These end of year statutory learning outcomes are broken down into smaller manageable statements (**curriculum statements**) against which children are assessed throughout the year. From this bank of statements there are key statements (**key performance indicators - KPI statements**) which describe the end of year expected outcomes. Lessons have a clear learning objective OL (**Our learning**) which directly links to a curriculum statement or KPI.

Success criteria (**WILF** – What I am looking for) are used to support children in achieving the learning objective by giving guidance of the requirements necessary to achieve the learning.

Teachers assess a child's understanding of the learning objective through:

- Feedback / marking of learning in books
- 1:1 conferencing
- questioning, to probe and explore misconceptions and challenge and deepen understanding
- observation of group work and practical activities
- achievement of whole class and individual learning targets

Peer and self-assessment of learning against the success criteria (WILF) are also used to encourage responsibility and pupil independence. The marking code is shared and used by teachers and children enabling corrections and next steps in learning to be identified (see The Feedback and Presentation Policy).

Target setting Key Stage 1 and 2:

Targets are set for maths and English. These targets are based on the curriculum statements and are shared with the children, ensuring pupils are clear on their next steps in learning.

All Targets are reviewed, revised and set according to children's individual needs.

Writing:

Writing targets are based on the curriculum statements in year 1,3,4,5 and on the ITAFS (Interim Teacher Assessment Framework) for the end of key stage, in year 2 and 6.

Maths:

Maths targets are set for the whole class on a lesson/weekly basis, relating to the current topic.

Reading:

Reading targets are set in end of year reports and progress is shared at parent teacher meetings. In key stage 1 communication in reading diaries, informs parent/carers of progress and next steps.

Progress against the curriculum statements:

Progress is measured against the KPI statements, as described above. The assessment against these statements informs future planning by identifying gaps in individual and class understanding and also highlights where children are achieving, ensuring that the learning and teaching in the classroom is matched to the needs of the class and any pupils who need specific interventions are identified quickly, and appropriately supported and monitored.

As the areas of the curriculum are taught and the curriculum statements assessed an individual profile of a child's understanding is formed and their progress can be measured against their achievement and understanding of the curriculum statements.

Progress is recorded on a Pupil Summary Report which is shared at parent teacher meetings in the autumn and spring terms and accompanies the end of year Record of Achievement. The highlighted statements provide guidance for parents on what their child is learning and their degree of understanding and progress against the KPI statements

Colour coding is used to show a child's progress against the statements:

- Not yet started (no colour) - not taught yet
- Working towards (red) - a basic understanding - working on fluency and recall

- Achieved (blue) - an advancing understanding – involving greater mental processing
- Mastered (gold) - a deeper understanding involving more complex and abstract thinking

Progress towards the end of year expectations:

In each year group (also referred to as a year band) as more of the curriculum is covered and more curriculum statements are taught, a profile of a child’s progress is developed. This overall progress against the end of year expectations (the KPI statements) is measured in Steps of which there are 6 steps in each year band. At The Queen’s School we believe that through high quality teaching and accurate, holistic assessment, every child has the potential achieve and make progress; whatever their starting point. We have the highest expectations for all our pupils and measure progress as follows:

- 6 steps - Expected progress (5/6 in EYFS as children transfer onto The Early Years Foundation Stage (EYFS) profile and in year 1 as children transfer from The Early Years Foundation Stage (EYFS) profile onto The National Curriculum).

Attainment:

Attainment is the measure of how well a child understands the learning and how well they can apply their understanding of the curriculum statements. Each year band is broken down into 6 stages:

Beginning	(b)	Working towards the knowledge, concepts and skills required in the band and maybe still consolidating work from the previous band - working on fluency and recall
Beginning +	(b+)	Starting to build more confidence of the knowledge, concepts and skills required in the band
Working within	(w)	Pupil learning is fully focused on the knowledge , concepts and skills required in the band and is starting to achieve some of the curriculum statements
Working within +	(w+)	Pupil learning is fully focused on the knowledge , concepts and skills required in the band and is achieving more of the curriculum statements
Secure	(s)	Working confidently on all the knowledge , concepts and skills required in the band and has achieved all the KPI statements
Secure +	(s+)	Working confidently on all the knowledge , concepts and skills required in the band and achieving mastery in many of the KPI statements
Greater depth	(s+)	Working confidently on all the knowledge , concepts and skills required in the band and achieving mastery in all the KPI statements

At the end of the academic year:

Children who attain (s+) at the end of the academic year will automatically start the next academic year on the next band of study.

Children who finish the academic year attaining (b, b+, w, w+, or s) will continue to consolidate work from the previous year band and will continue to work on the curriculum statements in this band until they are achieved. This is to ensure that children are secure in their knowledge and understanding before moving on to the next band of study. Children who remain working on a year band below their current year will still be introduced to the current year band curriculum, but will be given appropriate level work and additional support to consolidate any gaps in their understanding, in order to progress.

Children who achieve (s+) prior to the end of the year will not move onto the next band of study, but will work on deepening their understanding through challenging work which will require greater cognitive demands involving

mastering more abstract and complex problem solving, investigation and application, and explanation of their understanding.

Attainment against ‘age expected’:

By the end of the year, a child’s progress can be described as Working Below, Within or Exceeding age expectations. This is based on their overall achievement against all the National Curriculum Statements and National Expectations, the following table outlines these expectations:

Steps	At the end of the academic year
B b+	Below age expectation
W W+	Working just within age expectations Working at age expected
S S+	Secure in/above year band age expectations (achieved all KPI statements) Exceeding age expectations (achieved all KPI statements with mastered in many statements)

Progress and assessment for SEND children working below national curriculum:

The ‘engagement model’ is used for children working below the level of the national curriculum and not engaged in subject-specific study. Progress and next steps in learning are identified in an individual Educational Healthcare Plan (EHCP).

The engagement model is multi-dimensional and enables an assessment of:

- how well pupils are being engaged in developing new skills, knowledge and concepts in The Queen’s curriculum
- how pupils are engaging with and making progress against their EHCP targets
- pupils’ achievements and progress across the 4 areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs)

The engagement model has 5 areas of engagement, these are:

- exploration
- realisation
- anticipation
- persistence
- initiation

Each of the 5 areas are interrelated and are not hierarchical. The focus of the assessment is on the abilities of the child.

Assessment in Reception (EYFS):

Assessment in reception is against The Early Years Foundation Stage Profile and at the end of the year against The Early Learning Goals. The profile comprises of three prime areas of learning and four specific areas of learning:

Prime areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These are subdivided into seventeen aspects of learning, against which children are assessed, throughout the year. At the end of the year, the final assessment is against the Early Learning Goal statements.

Baseline assessments:**National Baseline**

During the first weeks of starting school, we complete a national baseline assessment of the pupils' starting points in: language, communication, literacy, and mathematics which is completed 1: 1 with their class teacher. The results are sent directly to the Department of Education. To create school-level progress measures to show the progress pupils make from reception until the end of key stage 2 (KS2). These results are not shared with schools (or parents) until the summer they reach Year 6.

School baseline

During the first half-term a school baseline assessment is carried out to assess a child's attainment against the seventeen aspects of learning from The Early Years Foundation Stage profile, within the expected age bands. Information from a child's nursery and parents/carers is also used to inform this assessment. It is expected that most children will be assessed against the 40 – 60 months expectations, although at the start of reception some children may be working within 30 – 50 months or younger, depending on their stage of development.

The Baseline assessment is completed when a child is settled in school and is demonstrating secure and confident relationships with staff in the classroom. This assessment forms the starting point for their learning journey at The Queen's School.

On-going assessment:

Assessments are carried out throughout the year against the profile statements, through observations during small group work, whole class activities, independent learning, and one to one working with an adult, these also include contributions from parents. Assessment focuses particularly on situations where a child demonstrates their understanding spontaneously, independently and consistently in a range of contexts demonstrating embedding of learning. These observations help form a holistic view of a child's learning and development.

Record of progress:

Each child has a Focus Learning book, which includes teacher-led group work with examples of writing, maths and phonics. Each child also has an online Learning Journey, which includes teacher and teaching assistant observations, examples of the child's independent work, photos and comments. The aim of the online Learning Journey is to demonstrate the individual learning of each child and will therefore vary in content and evidence. The observations and examples come primarily from child-initiated learning opportunities and aim to provide a holistic view of the child. Parents are able to submit their own observations and photos of any home learning directly to the online Learning Journey, which forms part of the overall record of a child's achievements and is used in assessing their progress during and at the end of the year.

Targets:

Next step targets are reflected in the provision, planning and teaching, resulting from a review of children's progress in each area of learning.

Progress - Steps:

Progress against the EYFS profile leading towards attainment of the Early Learning goals is measured in Steps from a child's starting point. At The Queen's School we believe that through high quality teaching and accurate, holistic assessment every child has the potential to achieve and make progress, whatever their starting point. We have the highest expectations for all our pupils and measure progress as follows:

- 5 steps - Expected progress

Steps progress:

Beginning (b)	Starting to work on the EYFS profile statements in a given age band.
Beginning + (b+)	Starting to build more confidence of the understanding and skills required in a given age band
Working within (w)	Pupil learning is fully focused on the understanding and skills required and is starting to achieve some of the EYFS profile statements in a given age band.
Working within + (w+)	Pupil learning is fully focused on the understanding and skills required and is achieving more of the EYFS profile statements in a given age band.
Secure (s)	Working confidently on the concepts and skills required and has achieved all the EYFS profile statements in a given age band
Secure + (s+)	Working confidently on the understanding and skills required in a given age band and is working towards the next age band or the Early Learning Goal
Early Learning Goal	Working just above the 40 – 60 months expectations
	Working consistently above or significantly above the 40 – 60 months expectations

Attainment - Early Learning Goals (ELGs):

At the end of the EYFS academic year, children's attainment is assessed against the seventeen Early Learning Goals and is described in each area of learning as:

	End of academic year
Emerging (1)	Working towards achieving the EYFS Early Learning Goals Working at 40 – 60 months or working in an earlier age band at: Beginning (b) Beginning + (b+) Working (w) Working + (w+)
Expected (2)	Working in the 40 – 60 months age band at : Secure (s) Secure + (s+) Just above
Exceeding (3)	Working above the 40 – 60 months age band at: Consistently above Significantly above <i>From September 2021 there will no longer be an exceeding judgement.</i>

Data from the end of year assessment is used to:

- Inform parents about their child's development against the ELGs and the characteristics of effective learning, which describe a child's approach to learning through:
 - Playing and exploring – Engagement

- Active learning - Motivation
 - Creating and thinking critically
- Support a smooth transition into key stage 1 (KS1) by informing the professional dialogue between EYFS teachers and Year 1 teachers. This in turn provides information to Year 1 teachers in order to plan an effective, responsive and appropriate curriculum that will meet the needs of all children as they move into Year 1.
 - Provide national data relating to levels of child development at the end of the EYFS.

Summative assessment - Statutory and Optional assessments:

The following statutory assessments, as directed by the Department for Education (DfE) and optional summative assessments take place during the summer term.

Statutory assessments – detailed in Appendix 2:

- EYFS (Reception) baseline assessment
- EYFS Early Learning goals
- Year 1 Phonics screening
- Year 2 end of Key Stage 1 assessments
- Year 4 Multiplication Check (optional in 2021)
- Year 6 end of Key Stage 2 assessments

Optional assessments:

Year 3, 4 and 5 National Foundation for Educational Research (NFER) optional progress assessments.

Procedures and support arrangements:

The differing needs of children are taken into account to ensure that they have the best opportunity to demonstrate their understanding. Through the knowledge of our pupils, together with the regulations and guidance from the Local Authority (LA), we ensure children have fair access to assessment procedures. This may include:

- Working in a smaller group in a different space
- Working 1 : 1 with a prompt
- Working 1 : 1 with a scribe
- Additional time (understanding/ processing)
- Use of resources and support for children with special educational needs (SEND)

These different styles of assessment are discussed with the children to ensure that they feel appropriately supported and ensure that they are familiar with what is expected of them prior to their end of Key Stage 2 assessments; the arrangements are also shared with parents.

Records and Record Keeping:

All attainment and progress data is recorded on the school's data tracking system - Target Tracker. Statutory assessment data is also recorded on children's individual records on INTEGRIS (the school's administrative system) which enables reports to be shared with Richmond Local Authority.

The following information is stored:

- Copies of annual reports to parents
- Statutory assessment results/ test papers
- Optional assessment results/ test papers
- Reports and records from external agencies
- Teachers' plans and notes
- Samples of children's work/ books

Data Protection Procedures:

- The school is required to keep certain information about pupils in order to monitor attainment and progress. The school complies with the Data Protection Principles set out in the **Data Protection Act 1998 and General protection of data 2016** and complies with the school's Data Protection Policy.
- Information is not disclosed either orally or in writing or via web pages or by any other means, accidentally or otherwise, to any unauthorised third party.
- All pupil information/data is anonymised for meetings with Governors
- All pupil records are stored securely
- It is usual for books to go home with children at the end of the academic year; however, there are occasions when books may be kept for assessment and moderation. These books will be sent home when the process is complete

Standardisation and Moderation:

The process of moderation is an essential part of an effective assessment system. Teachers are involved in the moderation process to validate 'age expected judgements' ensuring our assessments are in line with those in other schools. Moderation takes place regularly:

- Intra school - within year groups, across phases
- Inter school - with colleagues from other local schools
- In local authority cross school sessions

External moderation by a team from the local authority can take place in the summer term to moderate teacher assessments in phonics screening check in year 1, end of KS1 and end of KS2 statutory assessments.

Reporting to parents:

At The Queen's School our aim is to provide parents and carers with comprehensive information on their child's attainment and progress.

Autumn / Spring Term – Parent/Carer teacher meetings:

Parents/carers are invited to attend consultations with their child's class teacher during the autumn and spring terms, as explained below:

Autumn Term	Spring Term	Summer Term
All year groups: Teacher parent meetings 10 minute appointments	All year groups: Teacher parent meetings 10 - 15 minute appointments	Open evening for parents and children to look at books and meet new teacher. (This is child led)
Open door policy - appointments made either directly with class teacher or through the school office		
Termly book looks - parents/carers are invited to look at their child's books and share in their child's learning		

Content of meetings:

Parents have an opportunity to look at their children's books prior to and during the meeting. Meetings discuss:

- KS1 and KS2 - progress against the curriculum statements, key performance indicator (KPI) statements (printed copies are given to parents)
- EYFS - progress against the EYFS profile statements
- Progress in since the previous meeting/report
- Targets and next steps
- Behaviour for learning – application of Learning Certainties
- Social / emotional needs
- Additional support, support at home, interventions

Summer term – Parent/Carer teacher meetings:

An open evening is offered to all parents/carers with their children towards the end of the Summer Term. During this evening parents/carers are welcome to discuss their child's report, look at their child's work, visit their new classroom and meet their new teacher. If a more detailed meeting is required, to discuss any issues in greater depth, an appointment can be made with the class teacher.

Open door policy:

If parents wish to discuss their child's progress at any other time during the year, an open door policy is in operation. Appointments can be made directly with the class teacher, via the school office or via info@queens.richmond.sch.uk

In the first instance issues should be raised with the class teacher, if further clarification is needed meeting can be arranged with the Phase Leader or other members of the senior teaching staff.

End of year Reports – Record of achievement:

The end of year report pack contains the following information:

Year group	End of year Report Pack
Reception	<p>A written record of achievement, for the whole academic year, detailing:</p> <ul style="list-style-type: none"> • Progress against the 17 Early Learning Goals in the prime and specific areas of learning • A next step target for each area of learning • A general teacher comment including the ‘Characteristics of Effective Learning’: • Attendance data
Year 1 – Year 6	<p>A written record of achievement, for the whole academic year, detailing:</p> <ul style="list-style-type: none"> • Progress and attainment data for Maths, Reading, Writing, Science and RE • Effort and contribution grade for the above • A written comment on the above including Computing and Foundation subjects • A general comment including social aspects of school life • A target for Reading, Writing and Maths • Attendance data
	<p>A cumulative report on statutory and optional end of year summative assessments showing results against national age expectations.</p>
	<p>Pupil summary reports – detailing progress against the KPI curriculum statements for Writing, Reading and Maths.</p>

Reporting may vary in years where full attendance at school has not been possible as in 2019/20 and 2020/21 due to COVID-19 school closures.

The Role of the School Assessment Co-ordinator:

The assessment co-ordinator is the Assistant Head, who is responsible for:

- Developing and implementing assessment procedures to ensure effective monitoring and recording of children’s progress
- Effective reporting to local authority, Senior Leadership Team, governors at Curriculum and Standards Committee and parents
- Contributing to the School Development Plan through work with the Senior Leadership Team
- Liaising with other assessment co-ordinators within the Local Authority
- Leading staff training and professional development for assessment within the school

Monitoring and Evaluation:

Assessment, recording and reporting procedures are monitored by the Assessment Coordinator alongside the Senior Leadership Team, ensuring they remain meaningful, manageable and reflect changes in DfE assessment policy.

Development of assessment:

In KS1 and KS2 assessment and reporting is currently carried out in the following subjects:

English - writing, reading, speaking and listening, SPAG (spelling, punctuation, grammar), Maths, RE and Science
 The assessment of other core and foundation subjects is completed by subject leaders, through learning walks, book looks and pupil focus groups.

Appendices:

Appendix 1 Assessment principles **Appendix 2** Assessment timetable

Appendix 1:

The Queen's School Ten Assessment principles

1. Integrated:

Assessment is fundamental to teaching and learning and must be integrated into every learning situation. It informs future planning, enables class and individual target setting and ensures teachers and pupils have a shared understanding of the 'next steps'. Assessment gives children and teachers the vital signposts for improvement and allows every child to be challenged at every stage of their learning.

2. Inclusive:

Assessment is holistic, child centred, creative and inclusive; evidence for assessment is from a variety of sources:

- Learning in books
- Marking including written feedback
- Discussion and verbal feedback
- Observations
- Pupil conferencing

At The Queen's School all children are supported to achieve their best allowing them to shine and demonstrate their achievements.

3. Individual:

A child's progress is assessed against age expected national curriculum performance indicators, not against their peer group.

4. Embedded:

Assessment is an integral part of classroom learning and is embedded in all learning and teaching. Learning objectives and success criteria are used routinely in lessons, enabling children to take responsibility and ownership of their learning and teachers to assess progress against clear learning objectives. Children at The Queen's School are encouraged to use the WILF (what I am looking for) as a way of establishing how to achieve their learning objectives (OL - our learning).

5. Continuous:

Assessment is ongoing throughout a topic/unit of learning to identify understanding of concepts, skills and knowledge and identify gaps to inform planning and support. Additionally, end of term/year formal test style assessments are used for reading comprehension, spelling, punctuation and grammar (SPAG) and maths; in all other subjects, assessments are based on a body of work across a topic, term or year.

6. Developmental:

Skills are taught through a broad and balanced curriculum enabling children to accumulate the skills necessary to prepare them for statutory assessments in phonics at the end of Year 1, multiplication in Year 4 and SATS at the end of key stage 1 and 2 and transition to the next unit/year of learning:

For example:

- Comprehension skills are taught and practised through guided reading sessions
- Daily phonics in key stage 1 builds phonological awareness and supports spelling
- Spelling lessons in key stage 2 support writing and reading
- Grammar activities in English lessons support punctuation and grammar

7. Child centred:

Children are actively involved in assessment through:

- Setting and reviewing of targets
- Understanding the skills they need to achieve their learning objectives by creating and using success criteria (WILF)
- Individual and peer assessment against learning objectives
- Discussing their learning with peers and teachers
- Reflecting on their learning through discussion and responding to teacher marking (verbal / written)

This ongoing self-improvement process assists children to understand what makes a 'good learner' (metacognition) and links directly with The Queen's School 'Learning Certainties', motivating children to be determined, resilient independent learners.

8. Shared:

Feedback to parents is through parent/carer teacher meetings, open days, book looks and end of year reports; this is based on a child's progress against the national curriculum age expectations. Assessment outcomes are shared in an open and honest way to inform parents of their child's progress and assist them in supporting their child.

9. Consistent:

To ensure validity, consistency and accuracy assessment judgements are regularly moderated within our school across year groups and with other schools.

10. Tracked:

Continual tracking of children's progress ensures:

- Every child's progress is monitored and next steps identified
- Additional challenges are provided, when appropriate
- Need for learning support is identified quickly

Appendix 2 – Assessment timetable:

Assessment for learning AFL - on going assessment throughout the year			
	Autumn Term	Spring Term	Summer Term
Reception (EYFS)	<ul style="list-style-type: none"> Baseline assessment on entry Continuous assessment against the Early Years Foundation Stage Profile (EYFS profile) RE - as part of Understanding the World, People and Communities 	<ul style="list-style-type: none"> Continuous assessment against the Early Years Foundation Stage Profile (EYFS profile) RE - as part of Understanding the World, People and Communities 	<ul style="list-style-type: none"> Continuous assessment against the Early Years Foundation Stage Profile (EYFS profile) RE - as part of Understanding the World, People and Communities
Year 1/2/3/4/5/6	On-going assessment against curriculum KPI statements in: <ul style="list-style-type: none"> Reading Writing Spoken English Maths Science RE Assessment of 'step' progress Pupil progress review	On-going assessment against curriculum KPI statements in: <ul style="list-style-type: none"> Reading Writing Spoken English Maths Science RE Assessment of 'step' progress Pupil progress review	On-going assessment against curriculum KPI statements in: <ul style="list-style-type: none"> Reading Writing Spoken English Maths Science RE Assessment of 'step' progress Pupil progress review

Summative assessments – Statutory and Optional – Summer term	
Year group	Assessment
Reception	<ul style="list-style-type: none"> Statutory national baseline completed in first weeks of school 1:1 with class teacher. Results sent to DfE not to school Statutory teacher judgement of attainment against the 17 Early Learning Goals: Children's attainment is described as Emerging (1) Expected (2) Exceeding (3)– (exceeding judgment 2020 -2021 only) A Good level of development is calculated by the Local authority as % for the school. This calculation is based on the attainment of key early learning goals by all children in the cohort.
Year 1	<ul style="list-style-type: none"> Statutory Phonics Screening Check - The threshold mark is reviewed annually These assessments are carried out 1:1 with the class teacher, so children are confident to demonstrate their understanding. The results are shared as a numerical score: Expected - Achieved the expected standard – scored threshold mark or above Below - Below the expected standard - score below the threshold mark
Year 2	End of KS1 Statutory assessments in: <ul style="list-style-type: none"> Reading Maths Spelling Punctuation and Grammar (under review) Statutory reporting of teacher assessment of Science and Writing The results are shared as : GDS - Working at a greater depth within the expected standard (not in Science) EXS - Working at the expected standard WTS - Working towards the expected standard (not in Science) HNM - Has not met the expected standard (Science only) A - Absent/ Not taken Re assessment of year 1 phonics screening if below threshold in year 2.
Year 4	Multiplication tables check (MTC) -to determine whether pupils can recall their times tables fluently, <ul style="list-style-type: none"> The MTC will is an online, on-screen digital assessment completed by each child. There is no expected standard threshold for the MTC. Results are shared as a numerical score with a total of 25 as part of the end of year report
Year 3,4,5	National Foundation for Educational Research (NFER) optional progress assessments in: <ul style="list-style-type: none"> Reading Maths Spelling, Punctuation and Grammar SPAG The results are shared as:

	<p>GDS - Working above the age related expectation on test EXS - Working within the age related expectations on test WTS - Working below the age related expectations on test A - Absent/ Not taken</p>
Year 6	<p>End of KS2 Statutory assessments in:</p> <ul style="list-style-type: none"> • Maths • Reading • Spelling, Punctuation and Grammar (SPAG) • Writing / Science – reported/moderated teacher assessment <p>In Mathematics, Reading and Science, each child is assessed as: EXS - Met the expected standard HNM - Not met the expected standard</p> <p>In Writing, each child is assessed as: WTS - Working towards the standard EXS - Met the expected standard GDS – Working at greater depth</p> <p>Scaled scores Test papers in Maths, Reading, Spelling, Punctuation and Grammar are externally marked. Results are expressed as a scaled score. 100 is the expected standard in the end of Key Stage 2 assessments, with 120 being the highest possible scaled score and 80 the lowest.</p>