

Newington Green Primary School



Assessment Policy 2017/18

Background

A new national curriculum was published in 2014 and statutory assessment arrangements were changed in summer 2016 to align with its content and principles. From September 2015, levels were no longer to be used for statutory assessments. Although Attainment Targets remain in the national curriculum, they now refer explicitly to ensuring all pupils know, apply and understand the matters, skills and processes specified in the relevant programme of study. From summer 2016 the results of national curriculum tests at Key Stage 1 and 2 were reported in the form of scaled scores (A scaled score of 100 represents the expected standard on the test). Interim Teacher Assessment Frameworks for KS1 & 2 were released in September 2015.

The Department for Education gave schools the freedom to develop their own approaches to in-school assessment between key stages and stated that this should not necessarily emulate statutory assessment for accountability purposes.

Newington Green has been developing its assessment systems since these changes which align with our school curriculum and provides the necessary information for staff, pupil and parents. This policy sets out the assessment processes which will be used across the school in 2017/18. In autumn 2017, the government responded to the consultation on Primary assessment and therefore this policy will be under constant review in line with reforms suggested.

Assessment overview:

At Newington Green, teachers are continuously assessing children. Formative assessment involves dialogue between teachers and pupils about learning that is in progress or completed. It may take the form of open ended questioning, dialogue focusing on learning objectives, a written record of observations or marking a pupil's piece of work. Essentially it should provide clear and realistic feedback to pupils about where they need to go next. We place great emphasis on this type of diagnostic marking, developing teachers' ability to question so as to assess a child's understanding and next steps. Teachers use their daily assessments to inform their planning and to adjust their teaching to take into account the children's progress.

Children are also encouraged to reflect and evaluate their own learning and to support and evaluate each other's learning. The need for pupils to be able to assess themselves and understand how to improve is crucial to them becoming independent learners.

At the end of every term, teachers use more formal, summative assessments to help inform their teacher assessment. This information is also used to target pupils for specialist support and address gaps in teaching.

Marking and Feedback:

Newington Green Primary School is committed to providing relevant and timely feedback to pupils both orally and in writing using a consistent approach to marking and feedback across the school (please refer to Marking and Feedback Policy for more detail).

Aims

- Show we value the children's learning and motivate them to produce high quality learning.
- Gauge the children's understanding and identify any misconceptions.
- To demonstrate what the children's strengths are and how they can improve their work in the future through timely and high quality feedback.
- Create an ethos where mistakes are acceptable as long as learning allows children to remedy them.
- Provide opportunities for the child to learn how to assess their own work critically in order to create independent learners.
- Provide opportunities for the children to assess each other's work identifying strengths and areas for improvement.
- Create an ongoing conversation between child and adult which will aid progression.

Principles of Marking and Feedback

The following principles should underpin all marking and feedback:

- It must be manageable for teachers
- It should be positive and motivating for children.
- It must be at the child's level of comprehension.
- It may be given verbally.
- It should be given promptly and regularly
- It ought to give recognition to effort and achievement noting improvements made.
- The process should directly engage the child, either orally or through written response.
- It should give clear strategies for improvement focusing on one or two areas at a time which link into the learning objectives
- Time should be given for children to read, reflect and respond to marking comments in green pen.
- It should involve all adults working in the classroom.
- It should provide a model of written, formal English. It should therefore be grammatically correct and follow the school's handwriting policy.
- It should promote children's self-assessment, engaging the child in their own learning.
- It can be given by a peer as part of the learning process

How do adults in the Foundation Stage mark children's work?

In the Foundation Stage, all adults will focus on giving oral feedback to the children and the work will be evidenced in children's Achievement books and observation folders in 2simple. The adult may also write a comment in **black biro** with the child as part of the process of gathering information for the Foundation Stage Profile.

Assessment protocol 2017/18:

Writing:

This year (2017/18), all pupils from years 1 – 6 have writing targets in their literacy books which are linked to the national curriculum objectives (see Appendix 1). In years 2 and 6, the targets also cover the objectives from the interim frameworks for assessment at the end of KS1 & 2. The target sheets are broken down into autumn, spring and summer targets, starting with the basic

skills and working up from there. They are supposed to be taught in this order to ensure that basic skills are embedded before moving onto to more advanced skills. The target sheets should be updated weekly when teachers are doing their diagnostic marking. At the end of each term a summative judgment is made based on the number of targets ticked for that term and each pupil given a judgment of '**working towards**', '**working at**' or '**working higher**' than the expected standard.

Each child will begin their new academic year working on the autumn targets for their year group unless there is a specific reason why they are not working at this level, e.g. children with SEND or children new to English. In these cases, the class teacher will need to assess the appropriate year group band for these pupils to work on in discussion with the Phase AHT and/or the Deputy Headteacher (Achievement and Inclusion).

Reading:

This year (2017/18), pupils will be assessed at the end of each term using the Hodder PIRA tests. This test produces a raw score and a scaled score which are used to assess if a pupil is '**working towards**', '**working at**' or '**working higher**' than the expected standard for their year group. In addition, all pupils will be assessed by the Assistant Head (English) or the Deputy Headteacher (Achievement and Inclusion) using the Salford Reading Age test to find their reading age based on their decoding skills. Pupils in years 2, 5 and 6 will complete a speed of reading test to assess their fluency. For children unable to access their year group assessments they should be tested on previous year groups as appropriate. This should be discussed with your Phase Assistant Head or Deputy Headteacher (Achievement and Inclusion) for SEND children prior to assessment week.

At certain points in the year, Year 2 & 6 will also use past SATs papers to assess the children and use this information to inform teaching in reading.

Teachers will submit termly data for reading using the tracking sheet provided and these will be inputted into excel spreadsheets so they can be analysed and used to support Pupil Progress Review meetings.

Test papers can be submitted to the Data Officer to produce a gap analysis to help inform teaching for the following term.

Grammar, Punctuation and Spelling:

This year (2017/18), pupils will be assessed at the end of each term using the Hodder GAPS tests. This test produces a raw score, a scaled score and a spelling age. In addition, pupils in year 3 and year 4 will complete the Blackwell Spelling Age test to track the impact of the new whole school spelling programme. For children unable to access their year group assessments they should be tested on previous year groups as appropriate. This should be discussed with the Phase Assistant Head or Deputy Headteacher (Achievement and Inclusion) for SEND children prior to assessment week.

Year 2 & 6 will use past SATs papers to assess the children and use this information to inform teaching in grammar, punctuation and spelling.

Teachers will submit termly data for spelling, punctuation and grammar using the tracking sheet provided and these will be inputted into excel spreadsheets so they can be analysed and used to support Pupil Progress Review meetings.

Test papers can be submitted to the Data Officer to produce a gap analysis to help inform teaching for the following term.

Maths:

This year (2017/18), pupils will be assessed at the end of each term using the Hodder PUMA tests. This test produces a raw score, a scaled score, a maths age and a Hodder scaled score. In addition, all pupils will complete half termly times tables test. For children unable to access their year group assessments they should be tested on previous year groups as appropriate. This should be discussed with your Phase Assistant Head or Deputy Headteacher (Achievement and Inclusion) for SEND children prior to assessment week.

At certain points in the year, Year 2 & 6 will also use past SATs papers to assess the children and use this information to inform teaching in maths.

Teachers will submit termly data for maths using the tracking sheet provided and these will be inputted into excel spreadsheets so they can be analysed and used to support Pupil Progress Review meetings.

Test papers can be submitted to the Data Officer to produce a gap analysis to help inform teaching for the following term.

All end of term assessments in all year groups are invigilated by SLT.

Where teachers do not believe that the test scores are an accurate reflection of pupil outcome, other evidence should be reviewed and moderated by the phase Assistant Head.

Alongside the above assessments, other standardized tests are used to support the assessment or SEND pupils. More information on these can be found in the SEND Information Report which is available on the school's website.

An overview of the assessments that are used in reading writing and maths for termly summative assessments are set out in Appendix 2.

Moderation:

Each term a sample of assessments across all year groups are internally moderated by the senior leadership team to ensure accuracy of judgements. Staff are also provided with opportunities, during staff meeting time, to work with year group partners to moderate judgements. Newington Green also attends termly Future Zone cluster moderation groups to benchmark judgments with other schools in the borough.

Statutory Assessments:

Children are assessed at different points during their primary school career; these assessments are statutory and are reported to the Department for Education and also to parents. The table below lays out the different statutory assessment s from Year 1 – 6.

Year group:	Type of assessment:	When:
Reception	Early Years Profile – Good Level of Development	Summer Term
Year 1	Phonics	Summer Term
Year 2	Phonics (if not 'passed' in Y1)	Summer Term
Year 2	SATs* in Reading, Maths and SPAG* Writing is teacher assessed	Summer Term
Year 6	SATs* in Reading, Maths and SPAG* Writing is teacher assessed A sample of schools are required to sit Science tests too	Summer Term

*SPAG – Spelling, Grammar and Punctuation; *SATs – Standardised Attainment Tests

Guidance on Pupil Progress – Autumn 2017

Assessment of where a pupil is and whether they are on track for their target is made on the basis of professional judgement, using scores from PIRA/PUMA, their books and other information for example teacher knowledge, reading journals, guided reading evidence. Below is general guidance to help everyone make judgements:

	Reading	Writing	SPAG	Maths
Evidence that can be used to make judgement	*PIRA tests/scores *Reading ages *Reading journals, and teacher guided reading notes *Fluency scores *Take home reading journals	*Target sheets in literacy books *Books *GAPS tests *Spelling scores throughout the term *Handwriting books	*GAPS tests/scores *Spelling scores throughout the term *Target sheets in literacy books *Books	*PUMA tests/scores *Maths books *Calculation *Countdown books *Times table scores *Arithmetic tests

Rough guide to quantitative evidence. This is not an exact science, so use what you know about the pupil from all sources above:

	Reading	Writing	SPAG	Maths
Likely to be making less progress than expected	Regression in scaled/standardised scores	Regression from previous academic years standard e.g. WA to WT	Regression in scaled/standardised scores	Regression in scaled/standardised scores

Likely to be making at least expected progress	Scaled/ standardised Scores staying broadly the same as summer term Scores increasing by a small margin	On track for standard as previous year e.g. WA to WA	Scaled/ standardised Scores staying broadly the same as summer term Scores increasing by a small margin	Scaled/ standardised Scores staying broadly the same as summer term Scores increasing by a small margin
Likely to be making more than expected progress	If a child was working above 110 in summer and is still working at this level, you may show more than expected progress in books/mastery Increase of standardised/ scaled score by a larger margin	On track for higher standard than previous year e.g. WA to WH	If a child was working above 110 in summer and is still working at this level, you may show more than expected progress based on weekly spelling scores or improvement of spelling in books Increase of standardised/ scaled score by a larger margin	If a child was working above 110 in summer and is still working at this level, you may show more than expected progress in books/mastery Increase of standardised/ scaled score by a larger margin

Notes on writing progress for those working towards:

Generally, where a child is working below the age expected standard (WT), they will be assessed at a starting point suitable to their individual needs. From this point, children are expected to master the following number (table below) of objectives to show good progress.

There may be instances where this guidance will need to be adapted e.g. If a *WT child in Y2 mastered 5 targets in Autumn and then only mastered 6 in Spring, technically this would be good progress in the table yet a conversation would need to take place and books reviewed, to assess why the pupil had gone from borderline WT/WA to the bottom end of WT.*

	<u>Working Towards (WT)</u>		
	Autumn	Spring	Summer
Year 1 Targets	1 – 5	6 – 9	10 – 16
Year 2 Targets	1 – 5	6 – 12	13 – 19
Year 3 Targets	1 – 5	6 – 11	12 – 18
Year 4 Targets	1 – 4	5 – 10	11 – 19
Year 5 Targets	1 – 6	7 – 13	14 – 21
Year 6 Targets	1 – 11	12 – 20	21 – 25

Assessment in the Early Years:

Children in the Early Years are assessed using Development Matters bands of progress. The Development Matters assessment is divided into 6 age related bands, with 3 sub-bands (beginning, working within, securing) within each of these. Children are expected to progress through these bands during Nursery entering Reception at the national average of beginning of 40 – 60 months' band.

Many of our children at Newington Green start Nursery at a much lower level than the national average but we would expect them to progress at a good rate regardless of their entry points.

Children are making good progress in Nursery (for Full time children) if they are moving through 5 bands of Development Matters, e.g. if a child enters nursery beginning 22-36 months then to make good progress they would be expected to finish at working within 30-50 months.

In Reception, the end of year expected standard is measured by the Good Level of Development (GLD). Children are expected to meet the Early Learning goal in PSED, C&L, Physical Development, Literacy and Maths to be awarded the GLD.

At the beginning of reception, GLD targets are set for all pupils and their progress towards meeting these targets is tracked throughout the year. Termly Pupil Progress Meetings review how each target is doing against their target.

For children who are not targeted to get the GLD and are working towards/emerging, we would generally expect 5 bands of progress as for other pupils. For pupils with specific SEND, professional guidance will be sought from SENCo and Phase AHT to set appropriate progress expectations for that child.

Monitoring

At the time this policy was agreed the DfE had just released feedback from the assessment consultation which include a number of reforms to statutory assessment over the coming years. Therefore, this policy should be reviewed annually to ensure it is in line with the reforms.



Appendix 1:

Year 1 writing Targets

Autumn Term					
Naming all the letters of the alphabet in order and the corresponding phoneme					
Orally retelling a narrative, using the past tense accurately					
Orally rehearsing sentences before writing them					
Discussing what they have written with another pupil or adult					
Sitting properly at the table, holding the pencil correctly					
Forming all lowercase letters correctly					
Forming all capital letters correctly					
Using finger spaces between words					
Writing on the line					
Sequencing words logically to write a sentence					

Mastering 5 or fewer: WT

Mastering 6 – 8: WA

Mastering 9 – 10+: WH

Spring Term					
Correctly spelling the days of the week					
Using and to join words and sentences					
Demarcating most sentences with capital letters and full stops					
Using adjectives					
Spelling some common exception words correctly					
Sequencing sentences to write short narratives					
Understands how the prefix 'un' changes the meaning of a word					

Mastering 9 or fewer: WT

**Mastering 10 – 13: WA
WH**

Mastering 14 – 17+:

Summer Term					
Using capital letters for names of people, places, days of the week and the personal pronoun I					
Segmenting words into phonemes and representing these by graphemes spelling most correctly.					
Beginning to spot mistakes when reading back their sentences e.g. spotting a missing word or punctuation.					

Using the suffix 's' and 'es' correctly to show plurals					
Adding ing, ed and er suffixes to spell words correctly					
Using words starting with the prefix ' un '					
Using sentences in different forms e.g. statement, questions, commands and explanations					
Attempting to use words in the contracted form e.g. don't, can't					
Using the diagonal and horizontal strokes needed to join letters in some of their writing.					

Mastering 16 or fewer: WT

Mastering 17 – 20: WA

Mastering 21 – 26: W



Year 2 writing Targets

Autumn Term					
Planning their writing by discussing ideas with an adult or partner and recording them on a given plan					
Writing consistently accurately in the past tense					
Writing narratives which include characters, a setting and a basic plot					
Using sentences in different forms e.g. statement, questions					
Demarcating <u>most</u> sentences with capital letters and full stops					
Using co-ordinating conjunctions e.g. or, and, but					
Using expanded noun phrases					
Using words in the contracted form e.g. don't, can't					
Forming all letters correctly					
Using appropriate spacing between words with letters correctly sat on the line					
Capital letters and lowercase letters are the correct size, relative to one another					

Mastering 5 or fewer: WT

Mastering 6 – 8: WA

Mastering 9 – 11+: WH

Spring Term					
Beginning to add suffixes to words e.g. -ment, -ful, -less, ly					
Beginning to discuss with adults and peers how to edit their writing by spotting punctuation errors linked to full stops, capital letters, question, exclamation marks and commas for lists					
Consistently using the past <u>and</u> present tense accurately in a piece of writing					
Using word banks <u>independently</u> to include new vocabulary and topic words in their writing					
Using sentences in different forms e.g. statement, questions, commands and explanations					
Using subordinating conjunctions e.g. when, if, that, because					
Using compound words e.g. superman, whiteboard, playground					
Beginning to include common exception words and spelling many correctly					
Segmenting words into phonemes and representing these by graphemes spelling <u>some</u>					

correctly. [spellings are phonetically plausible]					
Using diagonal and horizontal strokes to join letters in <u>most</u> of their writing.					

Mastering 12 or fewer: WT

**Mastering 13 – 16: WA
WH**

Mastering 17 – 20+:

Summer Term					
Spelling <u>most</u> words correctly including common exception words					
Adding suffixes to words and spelling <u>most</u> correctly e.g. -ment, -ful, -less, ly					
Correctly punctuating <u>all</u> sentences using full stops, capital letters, question marks, exclamation marks and commas for lists					
Using commas to separate items in a list					
Using apostrophes to show possession e.g. The cat's ball					
Beginning to organise their writing into paragraphs					
Handwriting is consistently legible and joined regardless of the task					

Mastering 19 or fewer: WT

Mastering 20 – 23: WA

Mastering 24 – 27: WH

Additional Skills to Consolidate					



Year 3 writing Targets

Autumn Term					
Using a dictionary to find the spelling of a word					
Writing from memory sentences which have been dictated					
Planning their writing by discussing ideas with an adult or partner and recording them on a given plan					
Consistently using the past and present tense accurately in a piece of writing					
Using expanded noun phrases					
Using commas to separate items in a list					
Writing narratives which include characters, a setting and a basic plot					
Using capital letters, full stops, question marks and exclamation marks correctly					
Beginning to organise their writing into paragraphs					
Handwriting is neat with letters correctly placed on the line and words and letters appropriately spaced					
Accurately spelling words using spelling patterns that have been taught e.g. _____					

Mastering 5 or fewer: WT

Mastering 6 – 8: WA

Mastering 9 – 11+: WH

Spring Term

Beginning to use inverted commas to punctuate speech					
Using a and an correctly in their writing					
Able to discuss an author's technique and imitate the style in their own writing.					
Using conjunctions, adverbs or prepositions to convey time and cause					
Using a mixture of pronouns and nouns in their writing to support cohesion within sentences					
Using the S.C to evaluate and make improvements to their writing					
Using diagonal and horizontal strokes to join letters some of their writing.					
Accurately spelling words using spelling patterns that have been taught e.g. _____					

Mastering 11 or fewer: WT

**Mastering 12 – 15: WA
WH**

Mastering 16 – 19+:

Summer Term

Accurately punctuating all examples of direct speech within a piece of writing					
Effectually organising their writing by themes e.g. time, person, topic or place (TiP ToP)					
Editing their writing by spotting and correcting most punctuation errors linked to full stops, capital letters, question and exclamation marks, commas for lists and inverted commas					
Up-levelling their writing by suggesting improvements linked to conjunctions, adverbs and prepositions					
Using simple organisational devices e.g. headings and sub-headings.					
Using adverbial phrases to begin sentences e.g. While I was sitting quietly.....					
Spelling many of the words found on the Year 3/4 spelling list correctly					
Handwriting is consistently legible and joined regardless of the task					

Mastering 18 or fewer: WT

Mastering 19 – 23: WA

Mastering 24 – 27: WH

Additional Skills to Consolidate



Year 4 writing Targets

Autumn Term

Using a dictionary to find the meaning and/or spelling of a word					
Writing from memory sentences which have been dictated					

Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text					
Planning their writing by recording ideas in note form on a given plan					
Organising their writing into paragraphs					
Maintaining a consistent tense throughout a piece of writing, either the present perfect form (He has gone out) <u>or</u> the simple past tense (He went out)					
Considering the audience when planning and drafting a narrative e.g. choosing appropriate characters, setting and plot					
Using simple organisational devices when drafting their non-fiction writing e.g. headings and sub-headings.					
Handwriting is neat with letters correctly placed on the line and words and letters appropriately spaced					
Accurately spelling words using spelling patterns that have been taught e.g. _____					

Mastering 4 or fewer: WT

Mastering 5 – 8: WA

Mastering 9 – 10+: WH

Spring Term

Effectually organising their writing by themes e.g. time, person, topic or place (TiP ToP)					
Consistently punctuating direct speech correctly					
Frequently using fronted adverbials, followed by a comma					
Correctly using standard English verb forms in their writing e.g. we was → we were & I done → I did					
Using the S.C to evaluate the effectiveness of theirs and their peers' writing					
Appropriately using a mixture of pronouns and nouns in their writing to ensure cohesion and clarity across sentences.					
Frequently using expanded noun phrases modified by prepositions e.g. shiny, red apple <u>in</u> the brown wicker basket					
Handwriting is neat with letters correctly placed on the line and words and letters appropriately spaced					
Accurately spelling words using spelling patterns that have been taught e.g. _____					

Mastering 10 or fewer: WT

**Mastering 11 – 15: WA
WH**

Mastering 16 – 19+: WH

Summer Term

Correctly using possessive apostrophes with regular (girls' ball) and irregular (children's ball) verbs					
Using modal verbs within their writing e.g. must, should, could, will etc					
Using a range of time, place and number adverbials to link ideas across paragraphs e.g. later, nearby, secondly					
Proof reading a piece of writing and spotting and correcting most spelling errors					
Proof reading a piece of writing and spotting and correcting most grammar and punctuation errors e.g. apostrophes, speech punctuation & commas after fronted adverbials					
Spelling most of the words found on the Year 3/4 spelling list correctly					
Handwriting is consistently legible, fluent and joined regardless of the task					
Providing definitions or examples of the following terminology: determiner, pronoun, possessive, pronoun and adverbial					

Mastering 19 or fewer: WT

Mastering 20 – 24: WA

Mastering 25 – 27: WH

Additional Skills to Consolidate



Year 5 writing Targets

Autumn Term

Using a dictionary to find the meaning and/or spelling of a word					
Understands the purpose of a thesaurus and uses it effectively					
Planning their writing by recording ideas in note form					
Planning their writing by 'magpie-ing' techniques from different authors					
Frequently using fronted adverbials, which are correctly punctuated.					
Frequently using expanded noun phrases modified by prepositions e.g. shiny, red apple <u>in</u> the brown wicker basket					
Accurately grouping their writing into paragraphs organising them by themes e.g. time, person, topic or place (TIP ToP)					
Including <u>correctly punctuated</u> dialogue within their narratives					
<u>Effectively</u> describing settings, characters and atmosphere within their narratives					
Choosing an appropriate verb tense and maintaining it consistently throughout their writing					
Editing their writing to ensure tenses are consistent					
Using the S.C to evaluate the effectiveness of theirs and their peers' writing					
Reading aloud with appropriate intonation, expression and volume so the meaning is clear					

Mastering 6 or fewer: WT

**Mastering 7 – 10: WA
WH**

Mastering 11 – 13+:

Spring Term

Using a range of time, place and number adverbials to link ideas across paragraphs e.g. later, nearby, secondly					
Using relative clauses frequently throughout their writing					
Using headings, bullet points and organisational devices to structure their writing effectively					
Using modal verbs within their writing					
Using commas to separate subordinate clauses					
Within their writing all subjects and verbs agree when using singular and plural					
Proof reading a piece of writing and spotting and correcting most spelling errors					
Spelling most of the words found on the year 3/4 spelling list correctly					
Writing is consistently legible, fluent and joined					

Mastering 13 or fewer: WT

Mastering 14 – 18: WA

Mastering 19 – 22+: WH

Summer Term

Editing and up-levelling theirs and their peers' writing by suggesting grammar, vocabulary and punctuation changes					
--	--	--	--	--	--

Using a range of cohesive devices within their writing e.g. using pronouns, fronted adverbials, ellipses, sub-headings, technical names for things or by referring to the same object, person and place in a variety of way.					
Correctly using brackets and/or dashes for parenthesis					
Varying the position of subordinate clauses within a sentence					
Appropriately using different verbs e.g. simple past tense; present and past participle; perfect and progressive tense and the subjunctive form.					
Spelling many of the words found on the year 5/6 spelling list correctly					
Providing definitions or examples of the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity					

Mastering 21 or fewer: WT

Mastering 22 – 24: WA

Mastering 25 – 29: WH

Additional Skills to Consolidate					



Year 6 writing Targets

Autumn Term					
Planning their writing by recording ideas in note form and completing additional research if necessary					
Planning their writing by 'magpie-ing' techniques from different authors					
Evaluating the effectiveness of language and literary techniques used by authors they are studying					
Using headings, bullet points and organisational devices to structure their writing effectively					
<u>Effectively</u> describing settings, characters and atmosphere within their narratives					
Frequently using expanded noun phrases					
Using prepositional phrases to add detail to descriptions					
Using a range of time, place and number adverbials to link ideas across and within paragraphs.					
Correctly punctuating <u>all</u> sentences using full stops, capital letters, question marks, exclamation marks, commas for lists and apostrophes for contractions					
Including <u>correctly</u> punctuated dialogue within their narratives					
Accurately grouping their writing into paragraphs organising them by themes e.g. time, person, topic or place (TIP ToP)					
Using co-ordinating conjunctions [or, and, but] and subordinating conjunctions [when, if, that, because]					
Choosing an appropriate verb tense and maintaining it consistently throughout their writing					
Within their writing all subjects and verbs agree when using singular and plural					
Spelling most of the words found on the year 3/4 spelling list correctly					
Writing is consistently legible, fluent and joined					

Mastering 11 or fewer: WT

Mastering 12 – 14: WA

Mastering 15 – 16+: WH

Spring Term

Effectively using dialogue within narratives to convey character and advance the action					
Using colons to introduce lists					
Using semi-colons to separate <u>complicated</u> and longer lists					
Using hyphenated words to avoid ambiguity					
Using modal verbs within their writing					
Using commas to separate subordinate clauses					
Using brackets and/or commas for parenthesis					
Using dashes within their writing					
Using the subjunctive form					
Proof reading a piece of writing and spotting and correcting most spelling errors					
Editing and up-levelling theirs and their peers' writing by suggesting grammar, vocabulary and punctuation changes					
Spelling <u>most</u> words correctly including words found on the year 5/6 spelling list					

Mastering 20 or fewer: WT

Mastering 21 – 24: WA

Mastering 25 – 28+: WH

Additional Skills to Consolidate

Year 6 writing Targets



Summer Term

Using sentences in the passive voice to affect the presentation of the information					
Varying the position of subordinate clauses within a sentence					
Using a range of cohesive devices within their writing e.g. using pronouns, fronted adverbials, ellipses, sub-headings, technical names for things or by referring to the same object, person and place in a variety of way.					
Effectively shifting between formal and informal vocabulary and sentence structures within a piece of writing					
Appropriately using different verbs [e.g. simple past tense; present and past participle; perfect and progressive tense and the subjunctive form] within a piece of writing					
Using semi-colons and colons to mark the boundary between two independent clauses					
Using colons to mark the boundary between two independent clauses					
Providing definitions or examples of the following terminology: subject, object, passive, synonym, antonym, ellipses, hyphen, colon and bullet points					

Mastering 25 or fewer: WT

Mastering 26 – 30: WA

Mastering 31 – 36: WH

Spring 2018 Assessment Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Maths	Hodder PUMA Spring Test 1	Hodder PUMA Spring 2 Maths KS1 SATs 2017 paper 1 and 2	Hodder PUMA Spring Test 3 Testbase Year 3 Arithmetic Test 6	Hodder PUMA Spring Test 4 Testbase Year 4 Arithmetic Test 6	Hodder PUMA Spring Test 5 Testbase Year 5 Arithmetic Test 6	KS2 SATs Maths Paper – 2017 Paper 1, paper 2, paper 3 Hodder PUMA Spring Test 6
Reading	Hodder PIRA Spring Test 1	<u>Spring 1</u> : KS1 SATs Reading Paper – 2017 <u>Spring 2</u> : Hodder PIRA Spring Test 2	Hodder PIRA Spring Test 3	Hodder PIRA Spring Test 4	Hodder PIRA Spring Test 5	KS2 SATs Reading Paper – 2017
GPS	Hodder GAPS Spring Test 1	<u>Spring 1</u> : KS1 SATs SPaG 2017 paper <u>Spring 2</u> : Hodder GAPS Spring Test 2	Hodder GAPS Spring Test 3	Hodder GAPS Spring Test 4	Hodder GAPS Spring Test 5	KS2 SATs GPS Paper – 2017
Writing	Assess evidence from literacy books and target sheets.	Assess writing evidence from the literacy books against the target sheets <u>and</u> the Interim Assessment Framework.	Assess evidence from literacy books and target sheets.	Assess evidence from literacy books and target sheets.	Assess evidence from literacy books and target sheets.	Assess writing evidence from the literacy books against the target sheets <u>and</u> the Interim Assessment Framework.

Summer 2018 Assessment Overview

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Maths	Hodder PUMA Summer Test R	Hodder PUMA Summer Test 1 White Rose Summer Reasoning paper, Year 1	2018 SATs completed Hodder PUMA Summer Test 2 Arithmetic Test 9 White Rose Summer Reasoning paper, Year 2	Hodder PUMA Summer Test 3 Testbase Year 3 Arithmetic Test 9 White Rose Summer Reasoning paper, Year 3	Hodder PUMA Summer Test 4 Testbase Year 4 Arithmetic Test 9 White Rose Summer Reasoning paper, Year 4	Hodder PUMA Summer Test 5 Testbase Year 5 Arithmetic Test 9 White Rose Summer Reasoning paper, Year 5	2018 SATs completed Hodder PUMA Summer Test 6 White Rose Summer Reasoning paper, Year 6
Reading	Hodder PIRA Summer Test R	Hodder PIRA Spring Test 1	<u>Spring 1</u> : KS1 SATs Reading Paper – 2017 <u>Spring 2</u> : Hodder PIRA Spring Test 2	Hodder PIRA Spring Test 3	Hodder PIRA Spring Test 4	Hodder PIRA Spring Test 5	KS2 SATs Reading Paper – 2018
GPS		Hodder GAPS Spring Test 1	<u>Spring 1</u> : KS1 SATs SPaG 2017 paper <u>Spring 2</u> : Hodder GAPS Spring Test 2	Hodder GAPS Spring Test 3	Hodder GAPS Spring Test 4	Hodder GAPS Spring Test 5	KS2 SATs GPS Paper – 2018
Writing		Assess evidence from literacy books and target sheets.	Assess writing evidence from the literacy books against the target sheets <u>and</u> the Interim Assessment Framework.	Assess evidence from literacy books and target sheets.	Assess evidence from literacy books and target sheets.	Assess evidence from literacy books and target sheets.	Assess writing evidence from the literacy books against the target sheets <u>and</u> the Interim Assessment Framework.

Appendix 3: DfE feedback on assessment consultation

The government has today [published](#) its plans to create a stable and proportionate primary assessment system for the long-term. The changes will support teachers to ensure that children have the necessary skills and knowledge they will need to go on to succeed at secondary school and in later life, while reducing the burdens on schools and teachers. This follows a 12-week public consultation.

The reforms will:

- improve the way that writing is assessed, so that teachers have more scope to use their professional judgment when assessing pupil performance
- introduce a new assessment at the start of reception from September 2020 to act as the start point for measuring progress, so we can give schools credit for the progress they help pupils make in reception, year one and year two
- remove the statutory status of end-of-key stage 1 assessments at the earliest possible point, from the 2022 to 2023 academic year, once the reception baseline is fully established
- reduce burdens for teachers by removing the requirement to carry out statutory teacher assessments in English reading and mathematics at the end of key stage 2 from the 2018 to 2019 academic year onwards
- improve the early years foundation stage profile, including revising the Early Learning Goals to make them clearer and align them more closely with teaching in key stage 1
- introduce an online multiplication tables check, to be taken by pupils at the end of year 4, from the 2019 to 2020 academic year onwards

The government has also [responded](#) to the parallel consultation, on the recommendations of the Rochford Review. Having considered the responses to that consultation, the government has decided to implement the Review's proposal to extend the pre-key stage standards to cover all pupils who are working below the standard of national curriculum tests but are engaged in subject-specific learning. We will also pilot the Review's recommended approach to assessing those pupils not engaged in subject learning. These plans will ensure there are effective assessment arrangements in place for primary school children working below the standard of the national curriculum tests.

Appendix 4

Testing protocols

Summative assessment at Newington Green Primary School occurs three times per year, at the end of each term. The assessments take place over a two week period and focus primarily on maths, reading and writing. The purpose of these assessments is to aid teachers in understanding where the pupils are in their learning and to monitor progress over time.

Teachers are expected to ensure that all assessments are undertaken in conditions appropriate for the age of the pupils they teach. During reading assessments, no questions can be read to the pupils. During maths or SPAG assessments questions can be read, at the pupil's request. Readers should read all text with neutral intonation and take care not to over-emphasise particular elements of the questions. Subject-specific terminology must not be explained. If a pupil asks for clarification of a mathematics question staff may read words and numbers but not mathematical symbols.

The majority of pupils in the class are to take their tests in the classroom under adult supervision. This may look different for lower year groups where pupils may sit the tests in small groups (approx 6) with an adult. Occasionally, it is appropriate for children in Key Stage 2 to also be taken out in smaller groups.

The start and finish time are to be written on the whiteboard at the front of the room where a test is taking place. Unless stated otherwise (KS1), tests are strictly timed so these timings must be adhered to. It is also important that any prompts around the classroom are removed or covered for the assessments.

It is the class teachers responsibility to ensure the correct resources are ready for each assessment and to have an understanding of what is prohibited as this varies from test to test. Desks should be moved from their usual place in class to ensure children are not in a position to see another's work but also to enable a focused working space for all pupils. It is the responsibility of the Resource Manager, to ensure all test papers are delivered to classrooms in advance of the day the test is to be administered. It is the class teachers responsibility to check that there is a full compliment of tests before the day of the test.

Where class teachers wish to assess pupils performing below age related expectations, it is their responsibility to notify the Resource Manager to ensure the correct tests have been prepared for the class. Phase Leaders/SENCO must be made aware of this prior to a decision being made.

It is expected that staff are supporting pupils with reading, prompts and any other issues the pupils may have during the tests. Teachers should not be completing other tasks during this time e.g. marking previous papers, sending emails.

All assessments are invigilated by a member of the Senior Leadership Team to ensure for Governors that tests are administered to the agreed protocol.

No papers will be altered by staff members, all answers should be original to the child.

