



# THE DISTRICT

CE PRIMARY SCHOOL

## Assessment Policy

<b>Chair of Governors</b>	Mr F Maguire
<b>Headteacher</b>	Mrs L Shelford
<b>Date adopted:</b> March 2024	<b>Review Date:</b> March 2026

*The caring path to achievement, reflecting the values of Christ.*

## **“I am the vine; you are the branches.”**

### **John 15:5**

Just as the branches need the vine to grow and bear good fruits, so we need each other. Within the District family, each person is valued and loved, reaching out throughout our school, homes, families and the wider community for a stronger future.

This policy reflects our Christian vision. We value the efforts of all pupils and use assessment to ensure that each child receives the support they need to meet their learning potential. We inspire high standards and encourage ownership and independence to build long-term positive learning behaviours that will take our pupils beyond primary school and into the wider world.

### **Aims**

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment;
- Establish a consistent and coherent approach to recording and tracking summative assessment outcomes and reporting to parents;
- Clearly set out how and when assessment practice will be monitored and evaluated.

### **Principles of Assessment**

Assessment at The District is at the heart of all teaching and learning. It is an on-going process with the main purpose of furthering pupils' learning and helping both pupils and teachers to plan the next steps in learning. Assessment is used as a tool to guide teaching and learning, ensuring that the teaching is appropriate and that the learners make good progress. Assessment supports the early identification of pupils and groups at risk of underachievement regardless of ability.

- ✓ Assessment is fair: it is inclusive of all abilities.
- ✓ Assessment is honest: outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
- ✓ Assessment is ambitious: it places achievement in context, against expected standards.
- ✓ Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.
- ✓ Assessment is appropriate: the purpose of any assessment process should be clear, so that conclusions regarding pupil achievement are valid. Assessment draws on a wide range of evidence to provide a complete picture of a student's achievement, but should still remain efficient and manageable.
- ✓ Assessment is consistent: judgements are formed according to common principles. Processes of administration, support, moderation and standardisation are consistent across school. We share a common language for assessment.
- ✓ Assessment outcomes provide meaningful and understandable information for:
  - Pupils- in developing their learning.
  - Parents- in supporting children with their learning.
  - Teachers- in planning teaching and learning.
  - Schools and governors- in identifying areas of provision to celebrate and to develop.

## Assessment Approaches

We undertake two different, but complementary, types of assessment: **assessment for learning** and **assessment of learning**.

**Assessment for learning** involves the use of formative ongoing assessment in the classroom to raise pupil achievement. It includes accurate assessment of pupils' prior learning in order to establish where pupils are in relation to an objective, where they are on the continuum for learning, which gaps they have in their learning and what their next steps are.

**Assessment of learning** involves judging pupils' performance against year group expectations. Teachers may make these judgements at the end of a unit of work, a term, an academic year or key stage. Test results are also used to describe and evaluate pupil performance.

We use three broad overarching forms of assessment: day-to-day, **in-school formative assessment**; **in-school summative assessment** and **nationally standardised summative assessment**.

### In-school formative assessment

Effective in-school formative assessment enables:

- **Educators** to identify how pupils are performing on a day-to-day basis and to use this information to provide appropriate support or challenge; evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Formative assessment takes many forms including:

- Pupil conferencing/dialogue/ feedback/ marking;
- Use of success criteria/ checklists;
- Pupil self/peer evaluation and metacognitive thinking/reflection;
- Observations and questioning;
- Retrieval activities such as: mini tests or quizzes, key-to-the-door. (Please see the Recall & Retrieval Activities document September 2023 for further examples.)

### In-school summative assessment

We use termly summative tests to support teachers in identifying current levels of attainment and monitoring progress.

Effective in-school summative assessment enables:

- **School leaders** to track and monitor the performance of individuals, cohorts and year groups; identify where interventions may be required, and work with teachers to ensure pupils are supported in order to make sufficient progress and attainment;
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching; to plan forward (including revisits) and to identify pupils who may require additional support, intervention or challenge; to provide consistent, comparable transition data;
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve;
- **Parents** to stay informed about the attainment, progress and wider outcomes of their child across a period.

## Formal Assessment Formats

We use termly standardised tests as a formal summative assessment:

- Y6 past papers practice and final SAT tests for reading, maths & GPS.
- Y3-5 NFER tests for reading, GPS & spelling (Aut 2, Spr 2, Sum 2) White Rose Maths termly assessments (Aut 2, Spr 2, Sum 2).
- Y2 NFER reading (Aut 2, Spr 2, Sum 2). White Rose Maths termly assessments (Aut 2, Spr 2, Sum 2).
- Y1 NFER reading (Spr 2, Sum 2). White Rose Maths termly assessments (Aut 2, Spr 2, Sum 2).
- Y1 use alternative reading assessments for those pupils who cannot access the AR STAR reading test. (RWI assessments/ PSC practice tests / benchmarking. )
- Y2-6 half-termly multiplication check.
- Y1-6 half termly CEW/ statutory words spelling tests.
- Y1 AND 2 – practice PSC assessments (Aut 2, Spr 2)
- All pupils (Y2-6) take the electronic Accelerated Reader STAR reading test in September to establish their standardised score, reading age and ZPD. Most pupils retake the test again each half term. (Some target / intervention pupils may be tested more regularly for monitoring reasons.)
- Y3-6 undertake a Reading Plus Baseline assessment in September, followed by a mid-year interim test and an end-of-year summative test.
- Assessment for pupils working well below age-related expectations can take many forms including B-Squared/Small Steps.

## Formal Teacher Assessment

Y1-Y6 teacher assessments use the following descriptors:

- **EXS**- working at the expected standard for this year group
- **WTS**- working towards the expected standard for this year group
- **BLW**- working below the expected standard for this year group
- **GD**- working at greater depth within the expected standard for this year group

## Writing

Judgements in writing attainment (Y1 to 6) are made using the year group expectation statements and Literacy Company WTS/EXS/GDS guidance. Each half term, teachers update a year-group writing statements grid, which forms an overall picture of how well each child can apply the skills and content of the writing curriculum. The judgements are based on how much of the taught curriculum they have secured at that particular time. Therefore, writing judgements may fluctuate within the year, if a child is struggling to secure newly-taught skills and knowledge.

Judgements can be made using writing from a range of sources (English books/ other curricular writing/ dictations/ spelling tests) but for formal assessment weeks, an independent writing task, based on a text type that the children have previously been taught must be set. (e.g. non-chronological report/ diary extract from Aut 1.)

In reception, the ELG writing requirements have been broken down into termly endpoints. Practitioners make best-fit judgements based on this criteria.

Moderation of teacher judgements is carried out by SLT and subject leads. Opportunities for peer moderation is built into the staff meeting time and all class teachers attend FLN moderation meetings. In June, there is a final moderation to support end-of-year judgements.

## Foundation Subjects

Teachers assess pupils against a set of statements for each learning project, developed by subject leads and detailing the necessary skills and knowledge for the particular unit. Evidence to support teachers' judgements comes from class learning: oral and written work, revisits, quizzes and post learning tasks.

- If a child has met *most* of the statements for the term's project, they can be marked as EXS.
- Those who have struggled to meet most of the standards, either academically or through absence, can be marked as WTS.
- Those who could not access the core knowledge and skills of the subject (even when adaptations were made) can be marked as BLW.
- If a child has demonstrated a deeper understanding of the subject or demonstrates an advanced skillset, they may be considered for GDS. (Please check with subject leaders if you are unsure.)
- The code A is used to show any pupils who were absent for the project. All judgements are entered into Insight as Aut2, Spr 2 and Sum 2.
- The pupils' attainment over the year will inform a final summative judgement in June, which is shared with parents through the end-of-year report.

## Nationally Standardised Summative Assessment

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Y1 and Y2 pupils who did not pass in Y1.
- Y4 Multiplication Check (raw score- no pass rate)
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make sufficient progress and attainment, identify patterns or trends and possible issues in curriculum/ teaching and to take action to address these;
- **Teachers** to understand national expectations; to provide consistent, comparable transition data; to assess their own performance in the broader national context;
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

## SEND ASSESSMENT

KS2 pupils who are working significantly below their chronological age and KS1 pupils who need small steps of progress to be tracked are assessed using BSquared. In school, we use a number of screening tools to identify specific learning needs. The following table shows at which points these tools are generally used.

### Screening Overview

ELKLAN	Elklan will screen a child's speech and language to confirm their suitability for the Sound Builder approach and will advise which programme to use.
Chatty words	Assesses which spoken words a child understands so we can choose the correct level of support to develop their language.
Oxford Language Screening check	Identifies children whose language skills are a cause for concern and may benefit from an intervention. Can be used to monitor progress.
SNAP-SPLD (specific learning difficulties) SNAP-behaviour SNAP – Maths	SNAP snap-slpd (specific learning difficulties) and snap-behaviour are the main assessments to indicate whether a call to TESSA may be needed to discuss specific learning difficulties, such as dyslexia and dyscalculia and also to identify behaviour support.
Phonics RWI/ PSC (for KS2 pupils who failed the PSC at KS1)	The phonics screening check assesses whether a child has learned phonic decoding to the expected standard for the end of Y1. RWI assessments check the pupils' learning at each stage of the phonic program to see if they are ready to progress onto the next stage.
FFT Reading Assessment Programme	Allows pupils to be assessed on their GPC accuracy, decoding accuracy and fluency Levels (Words Correct Per Minute).
Fresh Start	Fresh Start is a systematic synthetic phonics programme for struggling readers aged 9 to 13+. Screening ensures that pupils are working in the correct part of the programme.

We also use a range of other screening tools and assessments such as, SNAP IV, SDQ, IN-SYNC, etc. The pupil's needs will be discussed and appropriate assessments/screening tools administered.

Other assessments or indicators include behaviours to look for (as part of the neurodevelopmental pathway indicators) and Coventry grid (indicating possible ASD and/ or attachment needs).

### Formal and Informal Assessment Overview

<b>Every</b>	Observations Questioning Pupil responses	Retrieval / revisit activity- all subjects	Whole Class Feedback	Maths Skills Daily 10	
<b>Weekly</b>	Purple Mash prior learning test, spelling test & dictation	Learning Review (link to Learning Journey & vocab)		UKS2 Arithmetic tests (15minutes, then 30 minutes)  LKS2 Summer Term	
<b>Half-termly</b>	CEW/ Statutory words spelling test	Pre-learning check to begin new projects.	<b>Writing assessment using year group writing expectations grid.</b>  <i>(EXS, GDS, WTS, BLW recorded on Insight)</i>	<b>Times Tables assessment Y2+</b>	Review Post-learning check in foundation subjects using Insight statements
	<b>AR STAR Reading Test Y2+</b>  <i>(Reading ages recorded on Insight by Assess)</i>				
	<b>Y6- practice SAT tests</b>  <i>(Scaled Scores recorded on Insight)</i>	Handwriting assessment (Y1-4)	Y2-6 Multiplication check practice-raw score saved on Insight	Y1&2 RWI Phonics assessments (followed by re-grouping)	
<b>Termly</b>	<b>Punctuation/word class assessment (Y2-6)</b>	<b>Y2,3,4,5- NFER tests (Y1 Spring/summer)</b>  <i>(Standardised Scores recorded on Insight)</i>	RP baseline, interim and end-of-year assessments. (Y3-6)	Science. Full investigation. Assessment tasks ASE.  Teacher judgements for foundation subjects added to Insight. <i>(EXS, GDS, WTS, BLW)</i>	<b>Y1- Teacher Assessments using assessment statements</b>  <i>(EXS, GDS, WTS, BLW recorded on Insight)</i>  + counting in multiples
			White Rose Maths End of Unit assessment		
		Handwriting assessment (for pupils who are not working at the expected standard in Y5-6)			<b>Y1 phonics screening practice (Aut &amp; Spr)</b>  (& Y2 who did not pass in Y1)

\*\*AR book quizzes after each book. RP comprehension questions after each text.

### **Collecting and using data**

Data collection and recording systems are organised with teacher workload in mind. Data is collected three times during the academic year.

### **Formal Assessments**

- NFER raw scores are standardised (standardised score, not age standardised.) SAT raw scores are converted to scales scores. Standardised scores/ scaled scores are recorded on Insight.
- For consistency, teacher assessments are entered using the SAT teacher assessment codes: BLW, WTS, EXS and GDS.

### **Target Setting**

Individual progress targets are set at the beginning of the academic year for the following:

- Reading, writing, maths Y1-Y6
- GPS (Grammar, punctuation and spelling) Y3-Y6

Targets are aspirational and are based on a range of information sources, including:

- FFT Aspire
- EYFS on entry and on exit data (Prior Attainment)
- Y1 phonic assessments
- Insight tracking data (teacher assessments and standardised scores)
- AR/RP reading data

Progress towards targets forms part of the termly pupil progress meetings. Targets are sometimes increased, based on a pupil's performance, but never decreased. Year group/ class target predictions are shared with the Governing Body.

## Assessment in Early Years

Assessment is an integral part of the learning and development processes in EYFS (2-5 years). Several assessment tools are used, which ensure that staff can spend quality time with the children, without prolonged breaks from interaction or excessive paperwork. Staff observe children's level of achievement, interests and learning styles. Practitioner observations provide a well-rounded picture of the child's knowledge, understanding and abilities. These observations are used to inform future planning.

The curriculum is informed by on-entry and on-going observation/assessment, the EYFS Educational Programmes, cultural capital and the children's needs and interests. It is implemented through a range of opportunities and experiences identified by staff as being key in supporting the children to become well-rounded individuals. Practitioners also take into account observations shared by parents/ carers and previous settings.

Across the setting, several assessment tools are used to ensure staff have a holistic view of the child. Practitioners use their knowledge of child development; sensory processing; learning and engagement; ELKLAN screening and Development Matters as checkpoint tools to ensure that all children are meeting their full potential and as a basis for discussions with parents. These tools also help staff in identifying children who are at risk of falling behind, allowing them to quickly pinpoint any barriers and put support strategies in place. Practitioner knowledge of the child is key.

The assessments are recorded on Insight: the statements have been developed using Development Matters and Birth to 5 to support staff in identifying children's gaps in learning. Insight is updated by staff on a termly basis; trackers are used as a formative assessment tool. The EYFS team also monitor children's demonstration of the characteristics of effective learning. Insight is used by staff to highlight any gaps in learning; compare pupil groups and to highlight those who are at risk of falling behind. Staff report any concerns to parents throughout the year and provide them with activities/ ideas to support their children at home.

Each child in Nursery and reception will receive a school report at the end of the academic year. The children within our two-year-old provision will have a progress review between the ages of two and three. The progress check highlights the child's strengths, and any areas where the child's progress is less than expected. The report will focus on the three Prime Areas of Learning; the child's key person will contact the Health Visitor to achieve a holistic view of the child. The report will be completed and shared with parents by the child's assigned Key Person.

In the final term of the year in which the child reaches age five (Reception Year), and no later than 30<sup>TH</sup> June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels 'emerging'. This is the EYFS Profile. We share the results of the Profile with parents and/or carers and explain to them when and how they can discuss the Profile with the teacher who completed it. If a child moves to a new school during the academic year, we send the assessment of the child's level of development against the early learning

goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, we agree who will complete the Profile.

Local Authority moderation is no longer a statutory requirement, but at The District CE Primary, we will carry out in house moderation and work alongside other primary schools with the support of the Early Years Hub to ensure a consistent approach to assessing the development of a child.

### **EYFS assessment calendar:**

- September Statutory Reception Baseline Assessment completed. On-entry data uploaded to Insight Tracking.
- EYPP and PP overview is completed and updated termly.
- Pupil progress meetings are held in December, April and June.
- Reception end of year data is reported to the LA by June 30<sup>th</sup>.
- EYFS staff attend locally arranged moderation training and meetings.
- Cross phase moderation takes place every term. Moderation will also take place within the Learning First Network.
- Baseline assessments are carried out on mid-year transfers.
- The LA report issued in the autumn is used to evaluate performance against local schools.

### **Mid-year admissions checklist**

The following protocols are in place to ensure that the specific needs of any new pupils are met efficiently and accurately, with minimal disruption to their learning through transition.

- The head teacher will review the admission document and inform the class teacher and other relevant staff about the child's needs (e.g. attainment, SEND, PP, pastoral, PSC, etc.)
- Class teachers must carry out baseline assessments in reading, maths, multiplication check and GPS of new pupils within the first two weeks of their arrival. This data should be recorded in Insight.
- New pupils in Y1-6 will be added to AR/RP by T. Seaman, so that they can take a STAR reading test/ baseline assessment within the first week of joining school. Younger children may require a benchmark reading assessment. AR STAR reading test / Y6 RP baseline.
- Class teachers, in conversation with T. Seaman, will carry out NFER/SATS tests if appropriate.
- Phonics screening check for pupils who didn't pass PSC.
- Chatty Verbs and Nouns screening for EYFS, KS1 and EAL pupils who present with language delay.
- EYFS/ KS1 maths assessment to include counting, number recognition, reading and writing of numerals, knowledge of number bonds (as stated in NC).
- If a child presents with SEMH difficulties, refer to the class teacher and SENCO for further assessment (e.g. Snap IV, SDQ, SPLD).
- Assessment data will be reviewed by SLT in the third week following a new admission. Handwriting task. Y2 upwards- poem/ passage to copy to identify issues or target pupils for intervention. Y5/6- joins grid
- Previous year's statutory spelling.
- Short independent writing task based on something familiar to the pupil e.g. My Holiday Diary, My Family.
- Word class/ punctuation check of current year's content.

## **Reporting to Parents**

### **Parents' Evening**

- Parents are provided with termly opportunities to attend a formal parents' evening.
- During the autumn meeting, parents are informed of their child's end-of-year targets for reading, writing, maths and GPS (EXS, WTS, GD) and provided with any guidance they may need to support their children at home.
- During the spring meeting, parents are informed of how well their child is progressing towards their targets, any support or interventions they have received and how parents can support further.
- Summer parents' evenings are primarily to discuss the outcomes of the annual reports.

### **End-of-Year Reports**

These reports are written in a bespoke format on Insight. In accordance with legal requirements, our annual reports to parents include:

- The pupil's attendance record (The total number of possible attendances for that pupil and the total number of unauthorised absences, expressed as a percentage of the possible attendances.) We also include the number of lates recorded;
- Teacher assessment grades in all subjects;
- A written response for maths, English and general comments;
- An overall effort grade;
- Next-step targets for English and maths;
- Y6 SAT test results;
- Y4 MTC results;
- Y1/ 2 PSC results;
- Arrangements for discussing the report with the pupil's teacher.
- An opportunity to provide a written response.

### **Inclusion**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We achieve educational inclusion by continually reviewing what we do (using the Assess, Plan, Do, Review format), by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality and including pupils with disabilities or special educational needs.

The principles of this assessment policy apply to all pupils, including disadvantaged and LAC pupils; those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

For pupils working below the national expected standard of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

## **Training**

Assessment leaders will stay abreast of good practice, including STA updates; lead staff training and support ECTs and staff who are new to the school.

Y6 teachers attend annual update training for SAT assessment: implications are filtered down to staff.

Moderation of teacher assessments takes place internally across year groups and key stages three times per year. Opportunities to moderate writing with other schools are built into the monitoring schedule through the Learning First Network.

## **Roles and responsibilities**

### **Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils;
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

### **Headteacher and SLT**

The headteacher and SLT are responsible for:

- Ensuring that the policy is adhered to;
- Holding termly Pupil Progress meetings;
- Analysing pupil progress and attainment, including individual pupils and specific groups;
- Prioritising key actions to address underachievement of individuals and groups;
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years;
- Adhering to DFE guidance in the administration and security of external assessments;
- Monitoring standards in core subjects alongside the subject coordinators.

### **The Assessment Lead is responsible for:**

- Ensuring all staff are familiar and with the assessment policy, practice and guidance;
- Ordering tests and preparing documentation for pupil progress meetings;
- Setting and importing end-of-year targets;
- Completing online access arrangement documents and co-ordinating end-of-key-stage data transfers;
- Analysing school data three times yearly in order to capture progress of classes, year groups, significant groups and individuals;
- Ensuring that assessments of individual pupils are being carried out, recorded correctly and shared with parents, where appropriate;
- Ensuring mid-year admissions' data are entered into Insight;
- Monitoring the quality of end-of-year reports;
- Reviewing policy and practice regularly with staff.

## **Teachers**

Teachers are responsible for:

- Following the assessment procedures outlined in this policy;
- Entering assessment data into Insight;
- Analysing the performance and progress of individuals and vulnerable groups within their classes and using this understanding to plan ways in which to support or challenge pupils;
- Familiarising themselves with the timings and correct administration of summative assessments. Organising access arrangements within their class;
- Attending moderation meetings and using professional judgements, based on evidence to make teacher assessments;
- Preparing for and attending pupil progress meetings;
- Implementing and monitoring interventions, including the direction of and liaison with support staff.

## **Monitoring**

This policy will be reviewed every two years by the Local Governing Body. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The assessment leads and SLT will monitor the effectiveness of assessment practices across the school, through moderation, data scrutiny, lesson observations, pupil interview, book reviews and pupil progress meetings.

## **Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Feedback policy
- SEND policy
- Reading policy
- Early Years Foundation Stage policy and procedures

## **Appendix 1**

### **ASSESSMENT WEEKS**

Assessment weeks are set in the school diary at the beginning of the school year.

### **PREPARATION AND PROTOCOL**

#### **Before Testing**

- Teachers know and understand the teachers' handbook and administration guidance. They follow administration guidance to the letter.
- Tests are timetabled over a fortnight and are interspersed with the usual week's lessons.
- Teachers consider setting, seating and staffing arrangements to facilitate access arrangements before testing takes places.
- Classrooms are prepared in advance (with key displays covered): a seating plan is in place; tables are set up in agreed arrangement; agreed equipment is ready and organised on tables; test papers are counted and are ready to be given out.

### **ACCESS ARRANGEMENTS**

- Children can ask for questions to be read to them in maths (Don't read symbols) and SPAG (Don't over-enunciate missing punctuation.)
- Small group/ individual withdrawal
- Small group/ individual timetable variation
- Prompt – to keep child on task
- Scribe – for children with physical difficulties in writing.
- Rest breaks (Stop the clock) – for pupils with attention difficulties/ fatigue.
- Large print versions for sight impediments.
- For pupils working well below the test range, alternative testing methods must be carried out e.g. Small Steps, B squared.

#### **Administration**

- Test conditions must be shared with the pupils. This is quiet, independent work. They need to put their hand up if they need to speak to an adult and must not leave their place.
- Pupils read in silence prior to tests and after the allocated testing time is over (until all tests have been collected.)
- Tests are given out as pupils read. Pupils are directed to record their name on the test cover.
- Test instructions are read to the pupils. The starting time and projected finishing time are written on the whiteboard. Children are told when they have reached half time and when they have 10/5 minutes left.
- During the test, lead staff should move between the pupils, to provide any encouragement/ support within the test restrictions.
- Be observant. Note behaviours that may affect attainment. E.g. List early finishers; non- finishers and concentration issues. Be aware of children requiring rubbers, tissues or new pencils.
- Children are encouraged to check questions if they have completed the test before the allocated time.
- Maintain test conditions until time is up and all papers have been collected.
- Note any absent pupils on a blank test paper and make arrangements for them to take the test when they return.

## Marking:

- All papers are marked in strict adherence to the given mark scheme;
- If correct, note the number of marks in mark box;
- If the child has not attempted the question – draw a line through the mark box;
- If incorrect – put a 0.

## Good practice marking:

- Take 1 test and mark every child’s page 1. Note any recurring issues to inform what needs to be taught;
- Where possible, mark in pairs/ teams onsite;
- Double check raw score totals.

## Appendix 2

### Using Formal Tests to Inform Teaching

#### During the Test

- Be observant.
- Note behaviours that may affect attainment. E.g. List early finishers; non- finishers and concentration issues.

#### Before Marking

*Photocopy the coverage page- highlight what has been taught up until this point and what still needs to be taught. Photocopy the mark scheme.*

### 3. Content domain coverage

The 2018 test meets the specification set out in the test framework. Table 1 sets out the areas of the content domain that are assessed in the test.

Table 1: Content domain coverage for the 2018 key stage 2 English reading test

	2a	2b	2c	2d	2e	2f	2g	2h
	Give / explain the meaning of words in context.	Retrieve and record information / identify key details from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	Make inferences from the text / explain and justify inferences with evidence from the text.	Predict what might happen from details stated and implied.	Identify / explain how information / narrative content is related and contributes to meaning as a whole.	Identify / explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.
Qu.	Section 1: The Giant Panda Bear							
1		1						
2		1						
3				1				
4		1						
5		1						
6								2
7		1						
8	1							
9	1							

## Marking

- Sort pupils into broad groups e.g. Secure ARE, GDS, target ARE.
- Mark a page at a time.
- Highlight/ tally questions that are repeatedly incorrect on the copied mark scheme. Look for patterns.
- Note any misconceptions.
- Note any other issues that need to be addressed e.g. issues with a particular format/ number of omitted questions.

Use your findings to plan ahead.

	Revisit	Reteach	Plan to teach
Target group			
GDS			
ARE			

\*Investigate pupils who have dipped

\*\*Do the test yourself!!