

# ASSESSMENT POLICY

## Rivington Foundation Primary School

### Our Mission Statement:

**Growing Together to Reach Limitless Possibilities.  
Igniting Passion; Embracing Difference.  
We Are Kind.**

### Our Vision:

**At Rivington Foundation Primary School we believe that every child's potential is without limit – we grow together.** At the heart of our school, all individuals have **limitless** opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock **limitless** potential for all in our community. Through nurturing and trust, we can open **limitless** doors to exciting new adventures, challenges and experiences to spark **limitless** dreams for every child.

**At Rivington Primary School we believe great learning opens doors and expands horizons.** A love of learning is the greatest gift a school can bestow and should help all its children become the very best that they can be; developing a thirst for knowledge and building learning habits of mind that will last them a lifetime!

### Policy Aims:

- To gain knowledge of pupils' abilities in order to inform and guide future provision and provide reliable information to teachers, pupils, parents, governors and other relevant parties
- To build up a body of evidence about a child's typical standard of attainment and progress over time.
- To report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time.

This policy should be used in conjunction with the Feedback and Marking Policy, the EYFS Policy, the Teaching and Learning Policy and the Inclusion Policy.

### **Principles of effective assessment in our school:**

- Compliance with statutory requirements
- Every child can achieve: teachers at Rivington have the mind-set, 'What do I need to do next to enable child in my class to achieve?'
- Raises standards of attainment and behaviour, and improves pupil attitudes and responses;
- Understood by all involved
- Enables the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and the future standards required
- Promotes pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Builds on secure teacher knowledge of the pupils
- Provides information to ensure continuity when the pupils change school or year group
- Enables teachers to adapt and adjust their teaching to take account of assessment information gathered in lessons

- Draws upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child
- Tracks pupil performance and in particular identifies and enables effective actions for those pupils at risk of under-achievement.
- Is integral to lesson planning and results in pupil progress / attainment
- Provides information which can be used by parents or carers to understand their child's strengths, weaknesses and progress. Also provides guidance about how parents / carers can support their child's learning.
- Is fairly administered and accurate – standardised (i.e. use the same criteria), and moderated internally and externally.
- Is accessible to teachers / pupils / governors and parents in an appropriate format or formats

## **SINGLE EQUALITY**

It is the responsibility of all teachers to ensure that all children, irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the greatest progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this.

## **SOCIAL, MORAL, SPIRITUAL AND CULTURAL**

These four areas are embedded fully in our whole school ethos and therefore in all aspects of the curriculum, both formally and informally.

## **TYPES OF ASSESSMENT**

### **FORMATIVE**

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson. These will be measured against 'Focus Maths' weekly assessment outcomes, Lancashire KLIPS and EYFS seven areas of learning as outlined in the Development Matters document.

Assessment techniques are based on Assessment for Learning (AFL) and include:

- *Clear communication of learning objectives and success criteria*
- *Marking in accordance with the school Marking and Feedback Policy*
- *Teacher assessment of pupils' performance on task*
- *Teacher observation of pupils*
- *Teacher / pupil discussion and questioning (including higher order questions)*
- *Marking ladders*
- *Pupil self-evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment .*
- *Peer evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment .*
- *Teacher assessment of pupils' written work.*
- *Pupils' performance in formal assessments.*

### **DIAGNOSTIC**

- Identifies particular strengths and weaknesses.
- Provides information to structure intervention / additional support.
- Informs TLPs(IEPs) / EHC Plan
- Informs teachers' planning.

## **SUMMATIVE**

Formal summative assessments occur at least once a term. They give a picture of the child's level of performance at a given time. They may take the form of tests or teacher assessment.

Assessments for reading, writing and maths are recorded on the Lancashire Tracker and are recorded at least every term and when appropriate (see the school monitoring timetable). Assessments in other curriculum areas are recorded in the Year Group assessment file materials and within each class year group file and are recorded at least every term and progress is monitored continually by the SLT and SEC committee towards the end of term and end of year targets.

## **EVALUATIVE**

Evaluative assessment is a management tool. It is used to judge the effectiveness of a school activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Curriculum coverage
- Resources
- Targeted funding
- Pupil progress and achievement

### **Using the outcomes of assessment**

- Class teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning. These findings are recorded on pupil progress sheets and discussed in termly pupil progress meetings.
- Core Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan and a support plan put in place.
- SLT carry out data analysis on a termly basis (STEP BACK) to ensure that the school is on track to meet at least national expectations (progress and/or attainment) or are making accelerated progress to narrow the gaps.
- They are used to structure appraisal targets.
- For assessment in the EYFS please see relevant policy (EYFS data also accountable to formal (termly) review).
- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.

## **JUDGEMENTS**

The curriculum at Rivington Foundation Primary promotes 'expected', or 'deeper understanding' learning in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate a mastery of understanding and application of the learning from each unit before moving on to the next, with the assumption that all pupils will achieve this 'expected' level of learning if they are appropriately supported. Some may take longer and need more help or resources.

The new national curriculum is premised on this kind of secure/mastery understanding, as something which every child can aspire to and every teacher should promote. It is about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content). Judgements are made on observation of mastery both in skills and knowledge.

### **Early Years Foundation Stage Assessments**

On entry to reception, a baseline assessment is completed (within the first three weeks of the term). This assesses each pupil's current stage of development against the seven areas of learning outlined in the Early Outcomes document. Parents and previous providers have the opportunity to contribute to this baseline assessment.

Age-related bandings are used to describe the level to which pupils are displaying skills and abilities typical for their age, using the following age-related bandings:

- 0 – 11 months
- 8 – 20 months
- 16 – 26 months
- 22 – 36 months
- 30 – 50 months
- 40 – 60 months+

Within each age range children are also assessed as 'entering', 'developing' or 'secure' according to their skills / abilities within the range. The outcomes of baseline and future assessments are used to inform planning, target setting, phonics groupings and the design of the learning environment. On-going observations and assessments as outlined above are carried out at half-termly intervals throughout the Reception year. 2simple software is used as an aid to making and storing observations of learning.

Observational evidence for individual pupils is stored in individual assessment portfolios. Learning Journeys provide an opportunity for children and their families to celebrate successes in their learning.

#### FORMATIVE

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson. These will be measured against KLIPS Assessment techniques are based on Assessment for Learning (AFL) and include:

- ♣ Clear communication of learning objectives and success criteria.
- ♣ Marking in accordance with the school Marking and Feedback Policy.
- ♣ Teacher assessment of pupils' performance on task.
  - ♣ Teacher observation of pupils.
  - ♣ Teacher / pupil discussion and questioning (including higher order questions).
- ♣ Marking ladders.
- ♣ Pupil self-evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment.
- ♣ Peer evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment.
- ♣ Teacher assessment of pupils' written work.
- ♣ Pupils' performance in formal assessments.

#### DIAGNOSTIC

- ♣ Identifies particular strengths and weaknesses.
- ♣ Provides information to structure intervention / additional support.
- ♣ Informs ILPs / EHC Plan
- ♣ Informs teachers' planning.

#### SUMMATIVE

Formal summative assessments occur termly. They give a picture of the child's level of performance at a given time. They may take the form of tests or teacher assessment built from the evidence from formative assessment.

Summative assessments will be made using....

Assessments for reading, writing and maths they are recorded on an **internal tracker** 3 times a year.

Assessments in other curriculum areas are recorded on termly subject leader reports and are shared annually with governors.

## EVALUATIVE

Evaluative assessment is a management tool. It is primarily used in pupil progress (STEP BACK) meetings by the SLT. It is used to judge the effectiveness of a school activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Curriculum coverage
- Resources
- Targeted funding
- Pupil progress and achievement

### Using the outcomes of assessment

At all times assessment will only be used in ways which are relevant to providing information which leads directly to improved pupil provision, or in meeting reporting responsibilities to appropriate persons (parents, LA, DfE, govts).

- Class teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning. These findings are recorded on pupil progress sheets and discussed in termly pupil progress meetings.
- Core Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan and a support plan put in place.
- SLT carry out data analysis to ensure that the school is on track to meet at least national expectations on a (termly) basis.
- They are used to structure appraisal targets.
- For assessment in the EYFS please see relevant policy (EYFS data also accountable to formal (termly) review.
- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form (RoSE).

## JUDGEMENTS

It is important that judgements are consistent across the school. To ensure the following process is in place:

- During each term on-going teacher assessment against NC expectations (moderated by professional judgement) looks across a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc.
- At the end of term pupil progress (STEP BACK); look at the assessments, review knowledge of pupils and make an informed professional judgement. Have they achieved a typical profile that you might expect for a pupil at this age and time of year?
- At the end of the year repeat the judgement but remember the key indicators needed.

Judgements are:

Recording on the School Tracker:

‘On-track’ Attainment is typical of what you would expect for a child in a particular year group at that particular time of year – a secure understanding of the knowledge, skills and concepts covered so far. This will remain as ‘On-track’ if a child meets year group expectations at the end of the year. The evidence for these judgements will This applies to Y1, 3, 4 and 5.

‘Below’ Attainment is when a child is performing below what you would expect for a child in

'Deeper' demonstrating most of the features of this year group's expectations. Includes key learning indicators. Learning is more embedded. Attainment meets the expectation for the year.

It is possible that one specific KLIP identified as essential is holding a pupil back from attaining a year expectation. Where this is the case teachers will need to use their professional judgement. In exceptional circumstances teachers may decide to award the 'Secure' judgement without the pupil having achieved an essential aspect. However, caution should be exercised with this discretion. It should be agreed in moderation.

When children achieve a secure judgement they should be given opportunities to further embed, widen, investigate and apply what they have learned rather than move to learning from a higher year group.

Judgement outcomes will be regularly monitored and moderated in staff meetings and through cluster meetings.

MONITORING ensures that the assessment process takes place consistently across the school. It involves:

- Pupil progress interviews with the Head Teacher (half termly).
- Rivington internal tracker (termly).
- Monitoring pupils' work by subject leaders.
- Book / Work Scrutiny.
- Interviews with pupils by subject leaders and SLT.
- Walk-throughs to a focus.
- Lesson observations.

EVALUATION ensures that the outcomes of assessment are used to build on school improvement. It takes place:

- At SLT meetings
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussions with pupils

MODERATION confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in planning teams
- Termly reviews of achievement and progress
- In staff meetings
- In Cluster Moderations
- In some cases, by attending LA sessions to ensure our judgements are in line with other schools in the LA.

RECORDING We record to improve outcomes for children. Therefore the records:

- Monitor progress
- Recognise progress and achievement
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to colleagues, governors and other appropriate agencies

### **Assessment in Key Stage 1 and Key Stage 2**

Assessments in core subjects

Children are assessed in reading, writing and maths at half-termly intervals using subject specific Lancashire KLIPs (Key Learning Indicators of Performance) which are based on the programmes of study outlined in National Curriculum 2014. These assessments will be based on the outcomes of on-going assessment for learning and summative tests as appropriate.



At the start of each year, a child showing knowledge, skills and understanding expected for their age would be described as 'entering' their Year Group Expectation (YGE). Over the year, it is expected that children will move through 'developing' and then secure at 'expected' by the end of the year.

Children who make better progress and are assessed as being 'secure' in their YGEs before the end of the year will be provided with learning opportunities which broaden and deepen their understanding within these YGEs, requiring application of skills to new or abstract scenarios.

Not all children may be assessed as being 'secure' against their YGEs at the end of each year. Half-termly learning review meetings will identify such pupils and interventions will be implemented in order to close the attainment gap.

### **Assessments in core subjects**

As in the core subject areas, children are assessed in the foundation subjects at termly intervals using subject-specific Lancashire KLIPs (Key Learning Indicators of Performance) which are based on the programmes of study outlined in National Curriculum 2014. These assessments will be based on the outcomes of on-going assessment for learning and summative tests as appropriate.

In line with the topic approach to the teaching of the foundation subjects at Rivington, the subjects assessed will depend on the focus subject areas of the particular topic that has been covered during the half term.

### **Statutory summative assessments EYFS:**

Pupils are assessed in terms of whether they have reached a Good Level of Development at the end of their Reception year. This takes the form of teacher assessment against 17 Early Learning Goals for seven areas of learning. Children are assessed against each Early Learning Goal and recorded as either Emerging (not met the Early Learning Goal,) Expected (met the Early Learning Goal,) or Exceeding (working beyond the Early Learning Goal.)

### **KS1:**

Statutory Phonics screening takes place at the end of Year 1. National end of key stage tests are used to assess and inform children's attainment at the end of Year 2.

### **KS2:**

National end of key stage tests are used to assess children's attainment and progress from the end of KS1 at the end of Year 6.

It is important that judgements are consistent across the school. To ensure the following process is in place:

- During each term on-going teacher assessment against NC expectations (moderated by professional judgement) looks across a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc.
- At the end of term **STEP BACK**; look at the assessments, review knowledge of pupil and make a 'best fit' judgement. Have they achieved a typical profile that you might expect for a pupil at this age and time of year?
- At the end of the year repeat best fit judgement but remember the highlighted key indicators needed.

Judgements from Y1 to Y6 are:

**Entering:** Starting to demonstrate some of the features of this year group's expectations. Attainment is typical of what you would expect for a child at the beginning of the year.

**Developing:** Demonstrating more of the features of this year group's expectations. Some features may not be embedded. Attainment is typical of what you would expect for a child in term 2.

**Secure:** Demonstrating most of the features of this year group's expectations. Includes key learning indicators. Learning is more embedded. Attainment meets the expectation for the year.

**Secure+:** Secure in all the key learning indicators. Learning is embedded across the KLIPs and demonstrates a wide and deep application in a variety of tasks and challenges. Children achieve a secure judgement and are given opportunities to further embed, widen, investigate and apply what they have learned rather than move to learning from a higher year group.

It is *possible* that one specific KLIP identified as essential is holding a pupil back from attaining a year expectation. Where this is the case teachers will need to use their professional judgement. *In exceptional circumstances* teachers may decide to award the 'Secure' judgement without the pupil having achieved an essential aspect. However, caution should be exercised with this discretion. It should be agreed in moderation.

When children achieve a secure judgement they should be given opportunities to further embed, widen, investigate and apply what they have learned rather than move to learning from a higher year group.

Year 6 and Year 2 are also assessed against the statutory 'Teacher Assessment Frameworks for the End of KS1/KS2'.

Judgement outcomes will be regularly monitored and moderated in staff meetings, through cluster meetings (including pupils working at GDS/Secure+) and by external LCC moderators.

**MONITORING** ensures that the assessment process takes place consistently across the school. It involves:

- Pupil progress interviews with the Head Teacher (termly)
- The pupil tracker – updated at least termly.
- Monitoring pupils' work by subject leaders
- Interviews with pupils by subject and assessment leaders
- Walk-throughs to a focus
- Lesson observation

**EVALUATION** ensures that the outcomes of assessment are used to build on school improvement. It takes place:

- At SLT meetings
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussions with pupils

### **Roles and Responsibilities:**



The overall responsibility for assessment belongs to the Headteacher (as Assessment Coordinator). Other areas of responsibility include:

- Class teachers are responsible for assessment of all pupils in their care
- The EYFS teacher is responsible for managing assessment procedures and reporting of assessment data in the Early Years.
- Subject Leaders are responsible for monitoring standards and assessment procedures within their subject areas
- Governors are responsible for holding the school to account in terms of standards of achievement, attainment and progress.

**MODERATION** confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in planning teams
- Half Termly reviews of achievement and progress
- In staff meetings
- In Cluster Moderations
- In some cases, by attending LA sessions to ensure our judgements are in line with other schools in the LA.

### **Data Analysis:**

The Headteacher and SLT utilises assessment information and the Lancashire Tracking Tool to monitor pupil progress following the reporting of half-termly assessment outcomes. This information is used to inform:

- Learning Review Meetings
- School Self-Evaluation
- Reports to Governors
- The School Development Plan

### **Learning Review Meetings:**

Half-termly Learning Review Meetings are led by the Head Teacher with class teachers. A standardised summary report of pupil progress is drawn up following discussions around the attainment and progress of individuals and groups within the class. Targets and interventions are planned accordingly. The impact of these interventions is evaluated during the next cycle of review meetings.

### **RECORDING**

We record:

- To monitor progress
- To recognise progress and achievement
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to colleagues, governors and other appropriate agencies.

### **Informal Day to Day Records:**

In school, teachers keep records as part of their normal day to day routine – to remind them of children's achievement and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessment.

### **Formal records include:**

- Individual pupil records.
- Information held on trackers
- Pupil progress meeting records
- SEND information
- The EYFS profile
- Relevant information recorded in the class assessment files held by class teachers in order to help support the termly assessments.

### **REPORTING**

The school reports on pupil performance to a number of parties:

**Parents:** When reporting to parents we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

- Written reports will be completed by the class teacher and endorsed by the Headteacher. This written report, completed by the class teacher and endorsed by the Headteacher is sent to parents yearly.
- In Key Stage 1 and Key Stage 2, this report includes summary comments on the child's academic progress in core and foundation subjects. It also includes comments on a pupil's attitudes to learning across all subjects. End of key stage test results are included in the reports of children in Year 2 and 6.
- Parents of children in Reception year group receive a report based on achievement within the Early Years.
- Parents' Evenings take place twice a year (autumn and spring terms), during which interim summaries of pupil attainment in reading, writing and maths is reported to parents.
- Verbal reports are to be given to parents at least twice a year (autumn and spring terms), during which interim summaries of pupil attainment in reading, writing and maths is reported to parents. An end of year optional verbal report for parents is available for those who require further information and as and when the school and class teacher feel it is appropriate for a pupil.
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered; and relevant action taken.
- The results of statutory assessment at EYFS, Phonics, KS1 and KS2 are reported to parents.
- Opportunities for parental discussion will be provided.

### **Reporting to governors:**

Assessment is provided for governors to enable them to challenge school performance. Reporting to governors includes:

- HT's Termly report to governors
- Anonymised data for cohorts, groups (e.g. chd in interventions) and categories (e.g. PP) children
- Specific data requested by governors
- Analysis of assessments done by HT, SLT, SLs etc.
- Access to ASP, IDSR and LSIP pages.

**Reporting to the LA/DFE:** the school meets its statutory responsibilities for reporting the outcomes of assessment to LA / DfE. Currently these are:

- EYFS outcomes
- Y1 Phonic outcomes
- End of KS1/2 outcomes

### **Transition:**

It is important that accurate assessment information is transferred with children when they change teachers and/or school. At Rivington Foundation Primary School this involves:

- The Year 7 tutors from feeder schools visit Year 6 to meet the children and discuss their thoughts and concerns ahead of transfer.
- A formal meeting takes place between the Year 6 teacher and the Year 7 tutor of the receiving secondary school where assessment material is shared and any concerns pointed out.
- The Year 6 teacher liaises with the Year 7 teacher from the receiving school to create a profile of assessment data and transition needs for each child
- Identified children (e.g. SEN) requiring additional support are identified during these meetings.
- The secure and recorded transfer of records to the receiving secondary school takes place.

**In school summative assessment calendar (Y1-Y6):**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	w/b	w/b	w/b	w/b	w/b	w/b
Data						
Reading	Salford Reading Test A	Twinkl Test 1 Sample Test SATs	Salford Reading Test B	Twinkl Test 2 SATs test 2016	Salford Reading Test C SATs test 2017	Twinkl Test 3 SATs test
GPS	Twinkl 1 CPG	Twinkl 2 Sample Test SATs	Twinkl 3 CGP	Twinkl 4 SATs 2016	Twinkl 5 SATs 2017	Twinkl 6 SATs test
Maths	ongoing assessment through chapter reviews and revision sections (Focus) to inform KLIPs sheets	ongoing assessment through chapter reviews and revision sections(Focus) to inform KLIPS sheets  Lancs assessment tests	ongoing assessment through chapter reviews and revision sections (Focus) to inform KLIPS sheets	ongoing assessment through chapter reviews and revision sections (Focus) to inform KLIPS sheets  Lancs assessment tests	ongoing assessment through chapter reviews and revision sections (Focus) to inform KLIPS sheets  Y6 Lancs assessment tests	ongoing assessment through chapter reviews and revision sections (Focus) to inform KLIPS sheets  Lancs assessment tests  SATs
Writing	Writing Assessment	Writing Assessment	Writing Assessment	Writing Assessment	Writing Assessment	Writing Assessment
Spelling	Spelling assessment  On-going teacher assessment	NC Spellings  Twinkl	Spelling assessment  On-going teacher assessment	NC Spellings  Twinkl	Spelling assessment  On-going teacher assessment	Spelling assessment

**REVIEW OF THE POLICY**

This policy will be reviewed annually on .....(DATE)

**AGREED BY:**

Governor: ..... Date: .....

**SEE ALSO:**

Feedback & Marking Policy

EYFS Policy

Teaching & Learning Policy

Inclusion Policy

## **List of abbreviations**

ILP	Individual Learning Plan
EHC	Education, Health and Care Plan
SLT	Senior Leadership Team
EYFS	Early Years Foundation Stage
TA	Teacher Assessment
NC	National Curriculum
KLIPs	Key Learning Indicators of Performance in Primary Schools
LA	Local Authority
DfE	Department of Education
KS1/2	Key Stage 1 or 2
PP	Pupil premium
SL	Subject Leader
ASP	Analyse School Performance
IDSR	Inspection data summary report
LSIP	Lancashire School Information Profile



## CALENDAR OF SUMMATIVE ASSESSMENT

**Amend to match the school's own timetable**

	<b>Assessment</b>	<b>Uses</b>	<b>Persons responsible</b>
<b>September</b>	EYFS Baseline	To create a measurable baseline from which to measure children's progress	<b>EYFS staff</b> – this information needs to be collated and shared with Head.
<b>October</b>	Staff Appraisal	Professional discussion between Teachers and Head about the expectations for the year ahead and data targets are set.	<b>Class teacher and Head teacher</b>
	Half-Termly KLIPS Review	To update individual's KLIPS records using evidence	<b>Class teachers</b> to be collated and shared with head so Lancashire Tracker can be updated
<b>November</b>	SEC COMMITTEE	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data.	<b>SEC Committee and Head Teacher</b>
<b>December</b>	IEP UPDATE	Class teachers to measure SEN children's progress against their own individual targets.	Completed by <b>Class Teachers</b> and shared with <b>Parents</b> .
	Maths Assessment	To consolidate progress against Maths KLIPS covered.	<b>Class Teacher</b> and to update the KLIPS as appropriate.
	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Discussion regarding possible 'Closing the Gap' strategies for those who are behind.	<b>Class teacher</b> is expected to bring relevant up-to-date data for their class to a meeting with the <b>Head Teacher</b> . <b>Inclusion manager</b> involved in meeting to suggest 'closing the gap' strategies.
	End of Term KLIPS Review	To update individual's KLIPS records using evidence	<b>Class teachers</b> to be collated and shared with head so Lancashire Tracker can be updated
<b>January</b>			
<b>February</b>	Half-Termly KLIPS Review	To update individual's KLIPS records using evidence	<b>Class teachers</b> to be collated and shared with head so Lancashire Tracker can be updated
<b>March</b>	SEC COMMITTEE	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data.	<b>RAC Committee and Head Teacher</b>
	IEP UPDATE	Class teachers to measure SEN children's progress against their own individual targets.	Completed by <b>Class Teachers</b> and shared with <b>parents</b> .
<b>April</b>	Maths Assessment	To consolidate progress against Maths KLIPS covered.	<b>Class Teacher</b> and to update the KLIPS as appropriate.
	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Possible 'Closing the Gap' strategies for those who are behind.	<b>Class teacher</b> is expected to bring relevant up-to-date data for their class to a meeting with the <b>Head Teacher</b> . <b>Inclusion manager</b> involved in meeting to suggest 'closing the gap' strategies.
	End of Term KLIPS Review	To update individual's KLIPS records using evidence	<b>Class teachers</b> to be collated and shared with head so Lancashire Tracker can be updated

<b>May</b>	KS1 and KS2 Statutory Assessments (Reading, Writing, Maths and SPAG)	To create an end of Key Stage Judgement for children	<b>Head Teacher</b> (alongside <b>Y2 and Y6 staff</b> ). Results need to be formally shared with <b>Parents</b> and updated to <b>relevant authorities</b> .
	Half-Termly KLIPS Review	To update individual's KLIPS records using evidence	<b>Class teachers</b> to be collated and shared with head so Lancashire Tracker can be updated
<b>June</b>	Phonics Screening	To ensure Y1 (and any Y2 children who previously didn't meet expected standard are retested) has the expected Phonetic understanding and application	<b>Head and Deputy-Head Teachers</b> Results need to be formally shared with <b>Parents</b> and updated to relevant authorities.
	Maths Assessment	To consolidate progress against Maths KLIPS covered.	<b>Class Teacher</b> and to update the KLIPS as appropriate.
	EYFS Profile	To give a summative end to the children's reception year	<b>Reception Teacher</b> Results need to be formally shared with <b>Parents</b> and updated to <b>relevant authorities</b> .
<b>July</b>	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Possible 'Closing the Gap' strategies for those who are behind.	<b>Class teacher</b> is expected to bring relevant up-to-date data for their class to a meeting with the head. Inclusion manager involved in meeting to suggest 'closing the gap' strategies.
	End of Year KLIPS Review	To update individual's KLIPS records using evidence	<b>Class teachers</b> - to be collated and shared with head so Lancashire Tracker can be updated and then passed on to the new class teacher / school
	SEC COMMITTEE	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data.	<b>SEC Committee and Head Teacher</b>
	IEP UPDATE	Class teachers to measure SEN children's progress against their own individual targets.	Completed by <b>Class Teachers</b> and shared with <b>parents</b> .
	Core Subject Data Analysis and Summative Report to Governors	Literacy and Maths Subject Leaders to analyse data and to create a narrative to share with governors about successes and areas for development	<b>Literacy and Maths Subject Leaders</b> to share with <b>Governors</b> at final Governors Meeting.

## ROLES AND RESPONSIBILITIES

### SEC Committee

- Evaluation of Impact
- Hold the HT to account
- Whole school overview record
- Summary of attainment and progress for each cohort and significant groups

### Headteacher

- Whole school analysis (including trends over time)
- Highlighting areas for improvement and allocation of resources (staff / materials / training / accommodation etc)
- Managing the monitoring/assessment calendars
- Ensuring that decisions made and agreed are carried out
- Prepares whole school data for presentation to the governors

### SLT

- Monitoring the performance of teachers and overview of pupils
- Analysing cohort/group data and preparing it for presentation to governors
- Holding subject leaders/teachers to account for targets set
- Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers
- Hold teachers to account for impact where resources have been allocated
- Ensure targets set lead to improved performance/ rise in attainment

### Subject leaders

- Monitor the performance in their subjects
- Analyse and report on attainment and progress in their subject for SLT
- Highlight areas of strength to celebrate and weakness to support
- Moderate and address issues arising from mismatch between data/pupil books / observations etc.
- Hold teachers to account for performance in their subject area

### Teachers

- Operate within the assessment time frame
  - Meet or exceed the targets set for each child
  - Record and analyse pupil/ group results
  - Highlight areas to celebrate and to address ready for pupil progress meetings
  - Prepare for pupil progress meetings
  - Plan for timely intervention where needed and report impact
  - Record results ready for input onto the Tracker
- Aware of the impact of their performance upon the whole school