

Marish Academy Trust -Synopsis of assessment practice Years R to 6

During September each year

- ◆ Check Target Tracker to ensure you can access your class's file. Please ensure you have the correct target cards for each core area based on the July assessment for each child and tag these into books for reading writing and Maths.
- ◆ Add in any new children and remove leavers manually during September as the pupil roll tends to be a bit fluid at the start of academic year. Later it will automatically be updated from SIMS.
- ◆ Access any CAPS and SNAPS or IEPs from previous year and ensure interventions or actions are implemented.
- ◆ Read through the printouts and TT charts including the Pupil Progress ready reckoner, for the previous academic year for your year group and carry out baseline assessments in 2nd week, updating any children who have progressed.
- ◆ Do not adjust any assessments down. Instead, if any child has apparently regressed raise as a concern in PPA and with TWSLT immediately and we will investigate, raise expectations and put in support.
- ◆ Ensure all marking includes annotation of Target cards and children tick the coverage off each lesson
- ◆ Implement any approved interventions from 2nd week, creating a custom group to track them in TT.
- ◆ Check with team or phase leader if you have any questions and ensure you look at any attendance concerns, intervention groups and provision/inclusion map as a team each week in PPA.
- ◆ Print out the updated TT analysis charts for your year group in 3rd week in September along with updated provision/inclusion map and file in cohort tracking files in head's office.
- ◆ Print out paper copies of appropriate target cards for all children and send home for Parents at meet the teacher
- ◆ Ensure all children from Year 2 upwards are able to access accelerated reader and carry out reading assessments within program from 2nd week.
- ◆ Carry out assessed BW tasks and any practice tests with your class as directed by team leader throughout term.

During October

- ◆ Update Evidence of Accelerated progress (from last inspection) files and keep to hand in your classroom.
- ◆ Continue to mark and assess on Target cards and tick off any evidence from tests on Target cards too.
- ◆ Ensure you look at any attendance concerns, track all children, implement approved interventions and update intervention groups and provision/inclusion map as a team each week in PPA.
- ◆ All year groups complete foundation subjects baseline entry for each child in each subject into TT, using exemplars for support and printout and file a copy of these assessments in the year group cohort tracking files in the head's office.
- ◆ Ensure - any new CAPs and SNAPS are prepared, taking advice from inclusion team.
- ◆ Check interventions are happening regularly and that they are having an impact. (Look at progress in books as a way evidencing progress on a weekly basis in between assessment dates.)
- ◆ Check reading levels in Accelerated reader and use to set reading targets to teach for next half term
- ◆ Ensure you are covering the requisite number of learning objectives in each strand in each core area, by reviewing a groups books from each class, in each PPA session and checking target cards.

During November

- ◆ Assessment week in early November, followed by Pupil Progress week at the end of which all assessments must be updated in TT, following moderation of assessments.
- ◆ Any child who has not moved a step is an immediate concern and must be raised at PPM with SLT and action taken to address issues, following moderation of assessments.
- ◆ Print out the updated TT analysis charts, including those for approved intervention groups, for your year group in 3rd week in November along with updated provision/inclusion map and file in cohort tracking files in head's office.
- ◆ Prior to parents' evening at end November- ensure any CAPs IEPs and SNAPS are updated, and target cards annotated and books marked ready to share with parents. Use all data analysis to inform discussion

- ◆ Any changes to band target sheets, for the odd children who has made extraordinary progress) need to be given to parents.
- ◆ Update Evidence of Accelerated progress (from last inspection) files and keep to hand in your class.
- ◆ Continue to use ongoing assessments to inform plans and to review targets.

During December

- ◆ Teacher assess all children in early December and note all assessments must be updated in TT, following moderation of assessments in PPA session by the end of term.
- ◆ Any child who has not moved a step is an immediate concern and must be raised at PPA with team leader and prompt action taken to address issues, following team moderation of assessments. Team leader to inform SLT of any children not on track to make expected or better progress by end of term.
- ◆ Continue to use ongoing assessments to inform plans and to review targets for the next term,
- ◆ Check with team or phase leader if you have any questions and ensure you look at any attendance concerns, intervention groups and provision/inclusion map as a team each week in PPA.
- ◆ Ensure you are covering the requisite number of learning objectives in each strand in each core area, by reviewing a groups books from each class, in each PPA session and checking target cards.
- ◆ Check interventions are happening regularly and that they are having an impact. (Look at progress in books as a way evidencing progress on a weekly basis in between PP assessment dates.)
- ◆ Ensure any CAPs IEPs and SNAPs are updated,
- ◆ Check reading levels in Accelerated reader and use to set reading targets to teach for next half term
- ◆ Finalise and assess BW tasks for the term and any practice tests with your class as directed by team leader.

At beginning of January

- ◆ Update Evidence of Accelerated progress (from last inspection) files and keep to hand in your class
- ◆ Print out the updated TT analysis charts, including those for approved intervention groups, for your year group up to end of last term in 2nd week in January along with updated provision/inclusion map and file in cohort tracking files in head's office.
- ◆ Continue to mark and assess on Target cards and tick off any evidence from tests on Target cards too.
- ◆ Ensure you look at any attendance concerns, track all children, implement approved interventions and update intervention groups and provision/inclusion map as a team each week in PPA.
- ◆ Check interventions are happening regularly and that they are having an impact. (Look at progress in books as a way evidencing progress on a weekly basis in between assessment dates.)
- ◆ Ensure all children from Year 2 upwards are able to access accelerated reader and carry out reading assessments within program from 2nd week.
- ◆ Carry out assessed BW tasks and any practice tests with your class as directed by team leader throughout term.
- ◆ Assessment week beginning 25th January, followed by Pupil Progress week beginning 1st February and all assessments must be updated in TT, by 12th February, following moderation of assessments in PPM.
- ◆ Any child who has not moved a step is an immediate concern and must be raised at PPM with SLT and action taken to address issues, following moderation of assessments.

During February

- ◆ Check reading levels in Accelerated reader and use to inform reading targets for next half term
- ◆ Ensure you are covering the requisite number of learning objectives in each strand in each core area, by reviewing a groups books from each class, in each PPA session and checking target cards.
- ◆ Print out the updated TT analysis charts, including those for approved intervention groups, for your year group in week before half term, along with updated provision/inclusion map and file in cohort tracking files in head's office.
- ◆ Prior to parents' evening at end February- ensure any CAPs IEPs and SNAPs are updated, and target cards annotated and books marked ready to share with parents. Use all data analysis to inform discussion
- ◆ Any changes to band target sheets, for the odd children who has made extraordinary progress) need to be given to parents.

- ◆ Continue to use ongoing assessments to inform plans and to review targets.
- ◆ Check with team or phase leader if you have any questions and ensure you look at any attendance concerns, intervention groups and provision/inclusion map as a team each week in PPA.

During March

- ◆ Update Evidence of Accelerated progress (from last inspection) files and keep to hand in your class.
- ◆ Yr 2 and 6 only assess children during week beginning 14th March and to hold PP meetings in week beginning 21st March.
- ◆ All assessments must be updated in TT, by 24th of March, following moderation of assessments in PPM.
- ◆ Any child who has not moved a step is an immediate concern and must be raised at PPM with SLT and action taken to address issues, following moderation of assessments.
- ◆ Year 2 and 6 only print out the updated TT analysis charts, including those for approved intervention groups, in week before end of term, along with updated provision/inclusion map and file in cohort tracking files in head's office.
- ◆ All year groups complete foundation subjects assessments using TT exemplars and use to provide information for reports.
- ◆ Check with team or phase leader if you have any questions and ensure you look at any attendance concerns, intervention groups and provision/inclusion map as a team each week in PPA.
- ◆ Ensure you are covering the requisite number of learning objectives in each strand in each core area, by reviewing a groups books from each class, in each PPA session and checking target cards.
- ◆ Ensure any CAPs IEPs and SNAPs are updated: any new ones needed prepared.
- ◆ Finalise and assess BW tasks for the term and any practice tests with your class as directed by team leader.

During April

- ◆ EYFS, Yrs 1, 3, 4 and 5 only assess children during week beginning 18th April and hold PP meetings in week beginning 25th April.
- ◆ All assessments must be updated in TT, by 29th of April, following moderation of assessments in PPM.
- ◆ Any child who has not moved a step is an immediate concern and must be raised at PPM with SLT and action taken to address issues, following moderation of assessments.
- ◆ EYFS, Yrs 1, 3, 4 and 5 only print out the updated TT analysis charts, including those for approved intervention groups, in last week of April, along with updated provision/inclusion map and file in cohort tracking files in head's office.
- ◆ Continue to mark and assess on Target cards and tick off any evidence from tests on Target cards too.
- ◆ Ensure you look at any attendance concerns, track all children, implement approved interventions and update intervention groups and provision/inclusion map as a team each week in PPA.
- ◆ Check interventions are happening regularly and that they are having an impact. (Look at progress in books as a way evidencing progress on a weekly basis in between assessment dates.)
- ◆ Ensure all children from Year 2 upwards are able to access accelerated reader and carry out reading assessments within program from 2nd week.
- ◆ Carry out assessed BW tasks and any practice tests with your class as directed by team leader throughout term.
- ◆ Begin to write reports

During May

- ◆ Update Evidence of Accelerated progress (from last inspection) files and keep to hand in your class.
- ◆ Prepare and complete SATS assessments and EYFS FSP evidence for moderation or submission to DFE
- ◆ Check reading levels in Accelerated reader and use to inform reading targets for final half term
- ◆ Continue to mark and assess on Target cards and tick off any evidence from tests on Target cards too.
- ◆ Ensure you look at any attendance concerns, track all children, implement approved interventions and update intervention groups and provision/inclusion map as a team each week in PPA.
- ◆ Check interventions are happening regularly and that they are having an impact. (Look at progress in books as a way evidencing progress on a weekly basis in between assessment dates.)
- ◆ Ensure all children from Year 2 upwards are able to access accelerated reader and carry out reading assessments within program from 2nd week.

- ◆ Carry out assessed BW tasks and any practice tests with your class as directed by team leader throughout term.
- ◆ Ensure any CAPs IEPs and SNAPs are updated: any new ones needed prepared.
- ◆ Finalise and assess BW tasks for moderation and any practice tests with your class as directed by team leader.
- ◆ Continue to prepare annual reports

During June

- ◆ Finish reports and if possible incorporate targets in the appropriate space
- ◆ IN REC, YR2 and YR6 return results to NAA
- ◆ Assessment week beginning 20th June , followed by Pupil Progress week at the end of June and all assessments must be updated in TT by 1st July, following moderation of assessments in PPM
- ◆ Any child who has not moved a step is an immediate concern and must be raised at PPM with SLT and action taken to address issues, following moderation of assessments in PPM
- ◆ Print out the updated TT analysis charts, including those for approved intervention groups, for your year group in last week in June, along with updated provision/inclusion map and file in cohort tracking files in head's office.
- ◆ Prior to reports going out in mid July- ensure any CAPs IEPs and SNAPs are updated, and target cards annotated and books marked ready to hand on to next class teacher. Use all data analysis to inform discussion
- ◆ Continue to mark and assess on Target cards and tick off any evidence from tests on Target cards too.
- ◆ Ensure you look at any attendance concerns, track all children, implement approved interventions and update intervention groups and provision/inclusion map as a team each week in PPA.
- ◆ Check interventions are happening regularly and that they are having an impact. (Look at progress in books as a way evidencing progress on a weekly basis in between assessment dates.)
- ◆ Update Evidence of Accelerated progress (from last inspection) files and keep to hand in your class.

During July

- ◆ At Pupil Progress / Performance Management meetings at the end of June/ beginning of July review each child's progress in core areas across the year and make a note of any who have not achieved targets ready to take action in September
- ◆ Use SATS results to inform reports and final assessments for the year which will be carried forward until reviewed by next class teacher in September
- ◆ Check reading levels in Accelerated reader and use to set reading targets for next half term up to end September
- ◆ Enter test result data into Target Tracker and provide case study evidence of any child whose TA and test result differ considerably.
- ◆ Update any changes to foundation subject assessments in TT and confirm to relevant Subject leader when this is complete.
- ◆ Update Evidence of Accelerated progress (from last inspection) files and hand on to next year team leader.
- ◆ Ensure each child's current Literacy, Maths and Writing Assessment books are handed up to next teacher. In year 6 retain the same books for any child who has made accelerated progress.