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Church of England
Primary School

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Lighthouse Schools Partnership
Assessment Handbook

Meaningful, manageable and motivating.

Expert assessment sits at the heart of all teaching. Evidence shows that, when used well, it has the power to accelerate children's learning more than any other tool that teachers have available to them.

Great assessment is accurate. It measures things with fidelity, and by doing this, provides valuable information. It can be depended upon, whether it is highstakes summative assessment in programmes such as medical training or in general education, or whether is is putatively 'low stakes' formative assessment designed directly to support learning.
(Professor Tim Oats

Using a DfE Workload Challenge grant, staff from across the Lighthouse Schools Partnership have worked together to establish strong systems of formative and summative assessment that embodies the principles of the Commission on Assessment without Levels (September 2015) and the report Eliminating Unnecessary Work Relating to Data Management produced by the Independent Workload Review Group (March 2016). Alongside these reports we have considered the views and research of leading assessment and educationalists such as Sir Tim Oats, Daisy Chritsodoulou and Professor Dylan Wiliam.

We believe we have created a manageable system of assessment that has the maximum impact on pupil learning. By only using assessment for meaningful purposes our system reduces the workload for teachers, senior leaders in schools and leaders at executive MAT level.

Nobody sets out to create burdensome data management systems. Decisions about the purpose and process for data management – in Government, in Ofsted, at schools, and in classrooms – are made to respond to real and perceived demands, many of which are positive and necessary. Yet the unintended consequences of these decisions often cause unnecessary workload for teachers and school leaders. (Eliminating Unnecessary Work Relating to Data Management, March 2016)

We believe our system is motivating to all who use it and, most importantly, has a positive impact on the learning of our pupils.

Key Features of our Assessment System

LSP Assessment Principles	LSP Assessment Procedures to Support this Principle
Assessment is at the heart of teaching and learning - it provides evidence to guide teaching and learning.	• Teachers continuously assess children using formative and, at appropriate times, summative assessment in order to inform future teaching. • LSP teachers have developed our KPIs which assess key aspects of children's learning within reading, writing and maths.
Assessment is honest and consistent - judgements are moderated by experienced professionals to ensure their accuracy.	• Summative assessment across LSP schools is consistent – we use shared objectives, shared language, a shared tracking system and a shared assessment timetable. • Leaders in LSP trust their teachers to make honest and accurate assessments. CPD and support is put in place to support staff to do this. • LSP schools moderate their assessments in school and across the MAT/each MAT hub (3 times a year). Shared KPIs, standardisation and language of summative assessment ensure that this is effective. Lead moderators support this process. • Our tracking system uses point in time assessment that allows us to accurately assess children's learning rather than coverage.
Assessment is ambitious – it places achievement in context against nationally standardised criteria and expected standards and objectives set high expectations for learners	• We have clear KPIs with descriptors of depth for each objective. This ensures our teachers are teaching for depth and mastery. Our tracking system allows us to assess and track depth of learning. • Our tracking system allows us to track pupils' progress across terms, years and key stages. • Our tracking system allows us to identify gaps in learning on an individual, class and year group basis. • All our schools administer yearly standardised tests in reading and maths (year 3 – 5) to allow cross school comparison. These sit alongside teacher assessment on our tracking system. • Summative assessment data is scrutinised at a school and MAT level – we are challenged to ensure high outcomes for all pupils.
Assessment is appropriate - it should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.	• We know that we do not need to assess every objective in the NC, so we have developed our own KPIs to assess key parts of children's learning. These will be constantly reviewed to ensure they are supporting teaching and learning and well prepared for the next stage in their learning. • To record our assessments LSP have chosen a shared tracking system that is simple and effective to use at every level – teacher, SLT and MAT. • We have a shared assessment timetable that supports appropriate summative assessment.

Different types of assessment: we recognise three main forms of assessment and understand they each have a purpose.

- **Formative assessment** is used by teachers to evaluate pupils' knowledge and understanding on a day to day basis to tailor teaching to meet the needs of pupils.
- **Summative assessment** enables schools to evaluate how much a pupil has learned at the end of a teaching period.
- **Nationally standardised assessments** which the Government uses to hold schools to account.

KPIs: We do not need to use summative assessment to assess everything that we teach.

- We believe that all pupils need to have a broad and rich curriculum – we teach all aspects and objectives of the 2014 National Curriculum. However, we know that we do not have to assess every objective as part of our summative assessment.
- We know there are key objectives in each year group that children and our expert teachers have used their knowledge to develop our own sets of Key Performance Indicators(KPIs) for reading, writing and maths for years 1,3,4,5 and 7
- Years 2 and 6 will continue to use the Interim Frameworks until these are replaced.

Secure Fit: Using our KPIs we assess pupils using a secure fit system.

- – to meet the expected standard at the end of each year, pupils need to have achieved all KPIs.

Point in Time Assessment: We only assess children against objectives we have taught them.

- By assessing pupils only against the objectives we have taught them we get an accurate summative assessment of children's current learning. This allows us to track pupil attainment and progress accurately from our first assessment point of the year.

Depth: We assess for depth alongside coverage.

- NC2014 asks for depth of knowledge not simply coverage. Our summative assessment asks teachers to assess the depth of pupils' knowledge, not simply coverage.
- Each of our KPIs have a depth description to support teachers to do this. Our tracking system allows us to measure the depth of children's understanding alongside the objectives they have been taught.

Progress: We check and monitor regularly

- We use our formative and summative assessment to inform our progress measures. At the end of each summative assessment (3 x year) we assign summative bandings – these are used to check progress for individual, groups and cohorts of pupils.
- We can also measure progress in terms of growing depth of learning for pupils and against KPIs.

Tests and statutory assessments: We use tests to inform our assessment

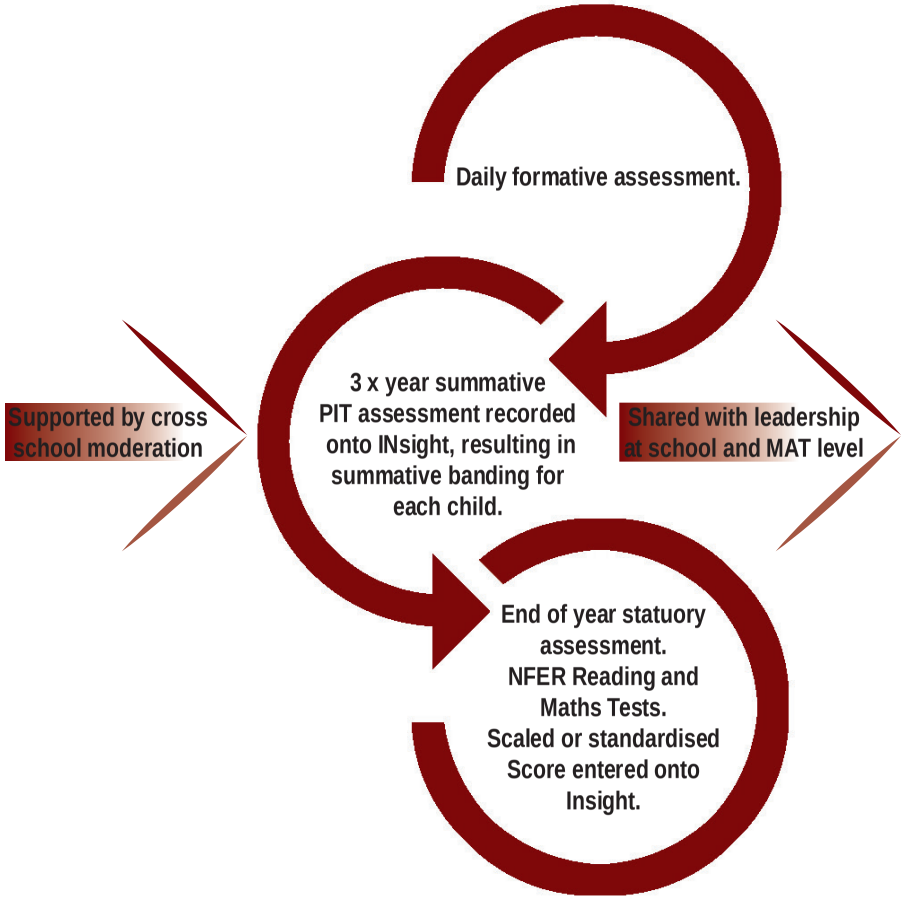
- We use NFER reading and maths tests in the summer term in Y3,4,5 to inform our summative assessment.

Access: We use a tracking system that is accessible to all.

- We have chosen a simple yet highly effective tracking system that is accessible to all.
- Teachers can input assessment effectively and quickly on the system and SLT at school and MAT level can extract the data that they need.

LSP Assessment Structure

Time	Aspect	Description and Detail
Daily	Formative assessment	Teaching and assessing the entire NC2014 and all objectives within it. High quality, responsive formative assessment used in every lesson, every day and by every member of staff. Teachers can, if they want, record assessment against KPIs on an ad hoc basis as they teach them.
3 x year Mid November Mid February Mid May	Summative Assessment	Teachers assess against KPIs and record using depth measure on Insight: 0: Taught but no understanding/ not achieved/ fully achieved 1: Some evidence but not yet secure 2: Objective secure 3: Working at greater depth
3 x year Mid November Mid February Mid June	Summative Assessment - Bandings (Reported to trustees)	Teachers assign summative banding for reading, writing and maths using **point in time assessment**. If children have met all objectives taught they would therefore be working at expected standard. This means that children are assessed against the actual objectives they have been taught, not based on coverage of objectives. Summative bandings are: • **SIGNIFICANTLY BELOW**: significantly below expected standard (meeting a low proportion of year group KPIs or below their year group's KPIs) • **BELOW**: below expected standard (not met all KPIs taught or have needed regular support to meet them) • **EXPECTED**: Working at expected standard (have met all KPIs taught) • **EXPECTED SOME DEPTH**: Working at expected with some depth (working at depth for some KPIs) • **DEPTH**: Working at significant depth (working at depth in all KPIs taught or achieving next year groups KPIs)
1 x year Start June	Summative Assessment - NFER Tests	Children in years 3,4, and 5 complete NFER reading and maths tests to get a standardised score. These results are used to inform teacher assessment as well as a stand alone indication of pupils' attainment.
1 x year	Statutory Assessments	FS, Y1 and Y2 Phonics, KS1 and KS2 TA and SATs. Submitted and used against national benchmarks.



Key Performance Indicators (KPIs)

In school summative assessment enables teachers to evaluate pupil learning (based on pupil-level outcomes) and also the impact of their own teaching (based on class-level outcomes). Both of these help teachers to plan for subsequent teaching and learning. This assessment also enables school leaders to monitor the performance of pupil cohorts/ groups, to identify where interventions may be needed and to work with teacher to ensure that pupils are supported to achieve sufficient progress and expected attainment.

We summatively assess three times a year. We have identified Key Performance Indicators for each year group in reading, writing and maths that our teachers have recognised as key learning objectives which children must achieve in order to successfully access the curriculum the following year. To add clarity for each KPI we have an expected standard descriptor and a depth descriptor.

When summatively assessing, teachers will assess pupils against the KPIs they have taught using point in time assessment. This allows us to build an accurate assessment of pupil knowledge and depth of learning not one based on coverage alone. Each KPI will be assessed on a four point system:

0: Taught but not understood
1: Taught and some understanding/ understood with adult support
2: Taught and understood/achieved
3: Deep understanding/ achievement

When taught KPIs have been assessed, teachers will summatively band each pupil into one of the following bands:

- **Significantly below expected standard** (meeting low proportion of year group KPIs or working on previous year group KPIs)
- **Below expected standard** (not met all KPIs taught or have needed regular support to meet them)
- **Working at expected standard** (have met all KPIs taught)
- **Working at expected with some depth** (working at depth for some KPIs)
- **Working at significant depth** (working at depth in all KPIs taught or achieving next year groups KPIs)

Year 1: Maths

	Expected Standard	Depth	Other notes
Number and Place Value	Count to and across 100 forwards and backwards beginning with 0 or 1 or from any given number.	With fluency and accuracy.	
	Read and write numbers to 100 in numerals.	Count, read and write numbers past 100 in numerals showing understanding of place value.	
	Count in multiples of 2, 5 and 10.	Count backwards in multiples of 2, 5 and 10. Begin to link this to multiplication.	
	Given a number, identify one more or one less.	Apply this in a problem solving context.	
Addition and Subtraction	Represent and use number bonds and related subtraction facts within 20.	Use the inverse relationships to solve missing number problems involving bonds to 20.	
	Add and subtract 1 digit and 2 digit numbers to 20, including 0.	Can do this mentally where no regrouping is required.	
	Solve 1 step problems that involve addition and subtraction, using concrete and pictorial representations.	Write number sentences based on given word problems.	
	Solve grouping and sharing 1 step problems involving multiplication and division using concrete objects, pictorial representations and arrays.	Use mental strategies such as counting in multiples.	
	Recognise, find and names a half as one of two equal parts of an object, shape or quantity.	Find different ways to show a half of shapes.	
	Read, write and interpret mathematical statements involving + - and = signs.	Able to do this moving the = sign.	
Fractions	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Find different ways to show a quarter of shapes.	

Year 1 maths cont'd

	Expected Standard	Depth	Other notes
Measurements	Measure and begin to record (using pre-dominantly non-standard units): • Lengths and heights • Mass/ weight • Capacity and volume • Times (hours, minutes and seconds)	Read scales in appropriate standard and non-standard units where one division marks one unit.	
	Recognise and know the value of different denominations of coins and notes.	Use different coins to make simple amounts.	
	Tell the time to the hour and half past the hour.	Understand that 30 minutes is half an hour. Begin to use 15 minute intervals and read the time at quarter past and quarter to.	
Geometry	Recognise and name common 2d and 3d shapes e.g. circles, triangles, rectangles (including squares), cuboids (including cubes), pyramids and spheres.	Begin to describe their properties using mathematical language.	
	Describe position, direction and movement, including whole, half, quarter and three quarter turns.	Do this clockwise and anti-clockwise.	

Year 3: Maths

	Expected Standard	Depth	Other notes
Number and Place Value	Count from 0 in multiples of 4, 8, 50 and 100.	Recognise and explain patterns connected with these multiples.	
	Recognise the place value of each digit in a three digit number (hundreds, tens, ones).	Calculate numbers represented by counters/ representation. Partition numbers in a variety of ways.	
	Compare and order numbers up to 1000.	Insert missing digits so that numbers are ordered.	
Addition and Subtraction	Add and subtract numbers mentally, including: • A 3-digit number and ones • A 3-digit number and tens • A 3-digit number and hundreds.	Explain patterns including proving or disproving statements (e.g. always/ sometimes/ never true)	
	Add and subtract numbers up to three digits, using formal written methods of columnar addition and subtraction.	Complete missing number/ digit calculations. Relationships in bar models. Identify errors in calculations.	
	Solve problems, including missing number problems using number facts, place value and more complex addition and subtraction.	Explain answers and misconceptions.	
Multiplication and Division	Recall and use multiplication and division facts for the 3,4, and 8 multiplication tables.	Complete true/ false statements Find calculations with same answers. Make links between multiplication tables. Notice patterns in multiplication tables.	
	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence in which 'n' objects are connected to 'm' objects	Solve non-routine problems where the procedure is not immediately apparent Solve open-ended problems with multiple solutions	
	Solve problems, including missing number problems using number facts, place value and more complex addition and subtraction.	Explain answers and misconceptions.	

Year 3 maths cont'd

	Expected Standard	Depth	Other notes
Fractions	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts	Calculate and solve problems involving tenths.	
	Recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators.	Place unit and/or non-unit fractions on a number line (e.g. 1/6, 1/3 and ½) and make statements about their positon (e.g. the size of the interval between 1/6 and 1/3)	
	Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions.	Find the whole of a set of objects when given the quantity of a fraction of it (e.g. If 2/5 is 10, what is the whole?)	
	Add and subtract fractions with the same denominator within a whole.	Solve open-ended problems within 1 whole e.g. missing number sentences involving < > =	
	Recognise and show, using diagrams, equivalent fractions with small denominators.	Recognise and show, using diagrams, equivalent fractions with small denominators.	
Measure	Measure, compare, add and subtract lengths (mm, cm, m) ; mass (kg, g); volume and capacity (l, ml)	Solve problems including with missing values.	
	Add and subtract amounts of money to give change, using both £ and p in practical contexts.	Find different combinations of coins to solve a given problem e.g. You are due 75p change. How many coins could the shopkeeper give you?	
	Tell and write the time (12 hours clock) to the nearest minute.	Begin to solve simple time interval problems.	
Geometry	Identify right angles, recognise that 2 right angles make half a turn and that 3 make three quarters of a turn and 4 make a complete turn; identify whether angles are greater than or less than a right angle.	Order given angles.	
Statistics	Interpret and present data using bar charts, pictograms and tables.	Redraw a bar chart or pictogram using a different scale than the original.	

Year 4: Maths

	Expected Standard	Depth	Other notes
Number and Place Value	Round decimals with one decimal place to the nearest whole number.	Use rounding to estimate and check the answers to problems.	
	Compare numbers with same number of decimal places up to two decimal places.	Order and compare a mix of numbers with 1 or two decimal places and explain their relative size	
	Count in multiples of 6,9, 25 and 1000	Count forwards and backwards starting from any multiple Find a number in a sequence (eg. 25s – what would be the 19th number in the sequence?)	
	Order and compare numbers past 1000	Insert missing numbers so that digits are ordered.	
	Round any number to the nearest 10, 100 or 1000	Find different numbers that fit given rounding criteria	
Addition and Subtraction	Add and subtract numbers with up to 4 digits using formal written columnar addition and subtraction where appropriate.	Insert digits in missing number calculations to make them correct Choose the appropriate calculation strategy for a given problem.	
	Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.	Create their own problems using given values or calculations	
Multiplication and Division	Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	Solve missing number problems including using the inverse.	
	Recall multiplication and division facts for multiplication tables up to 12 x 12	Find calculations with same answers Make links between multiplication tables. Notice patters in multiplication patterns.	
	Multiply two digit and three digit numbers by a one digit number using formal written layout.	Insert digits in missing number calculations to make them correct Identify and explain errors in calculations.	
	Solve problems involving multiplying and adding, including using the distributive law.	Solve 'I am thinking of a number...' problems that involve understanding of the inverse calculation for multiplication and division.	

Year 4 maths cont'd

	Expected Standard	Depth	Other notes
Fractions	Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and by tenths by ten.	Calculate and solve problems involving tenths.	
	Solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including no unit fractions where the answer is a whole number.	Complete greater/ less than statements e.g. 2/5 of 5 ___ ¼ of 4 Find original quantities e.g. If 2/7 is 20, what is the whole?	
	Recognise and show, using diagrams, families of common equivalent fractions.	List equivalent fractions to a given fraction, then another, then another	
	Recognise and write decimal equivalents of any number of tenths or hundredths.	Find missing fractions/ equivalents. Explain misconceptions.	
	Recognise and write decimal equivalents to ¼, ½, ¾	Order a mix of decimals and fractions e.g. order from smallest to largest ½, 0.1, ¾, 0.8, ¼	
Measure	Convert between different units of measure (k m to m, hour to minute; pounds to pence).	Solve mixed unit problems (eg. 1.5km + 600m + 1900cm)	
Geometry	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	Order given angles.	
Statistics	Interpret and present data using bar charts, pictograms and tables.	Answer agree/disagree statements using evidence. Match shapes to properties.	

Year 5: Maths

	Expected Standard	Depth	Other notes
Number and Place Value	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.	Partition numbers in different ways. Insert missing digits so that numbers are ordered.	
	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0.	Calculate the difference between small positive and negative numbers in context.	
	Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 1 000 000	Find different numbers that fit given rounding criteria.	
	Read, write and compare numbers up to 3 decimal places.	Place an additional decimal number between 2 existing decimal numbers.	
Addition and Subtraction	Add and subtract whole numbers with more than 4 digits; including using formal written methods (columnar addition and subtraction).	Insert digits in missing number calculations to make them correct Use number statements e.g. 5222-3111= 5223 - 5112 to explore relationship.	
	Add and subtract numbers mentally with increasingly large numbers.	Explain their efficient mental methods.	
	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (including the meaning of the = sign).	Solve complex problems including adjustment of answers when parameters change.	
Multiplication and Division	Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.	Find highest common factor of two numbers.	
	Multiply numbers up to 4 digits by a one or two digit number using information written method, including long multiplication for two digit numbers.	Insert digits in missing number calculations to make them correct Identify errors in calculations.	
	Multiply and divide numbers mentally drawing upon known number facts.	Apply strategies in a range of puzzles Identify errors in calculations	
	Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriate for the context.	Insert digits in missing number calculations to make them correct Identify errors in calculations.	

Year 5 maths cont'd

	Expected Standard	Depth	Other notes
cont'd	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.	Answer always/sometimes/never true questions.	
	Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	Use understanding of scaling to create/ read measurements from scale drawings.	
	Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	Use understanding of scaling to create/ read measurements from scale drawings.	
Fractions	Compare and order fractions whose denominators are all multiples of the same number.	Reason about the relative sizes of fractions using knowledge of factors and multiples.	
	Recognise mixed numbers and improper fractions and convert one from the other and write mathematical statements.	Solve calculations – prove with diagrams/ evidence.	
	Add and subtract fractions with the same denominators and denominators that are multiples of the same number.	Use given digits to make number sentences correct.	
	Read and write decimal numbers as fractions eg. 0.71 = 71/100	Position a mix of fractions and decimals on a number line (e.g. 0.2, 71/100, 0.45, 3/10)	
	Solve problems which require knowing % and decimal equivalents of ½, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.	Order a mix of decimals, fractions and percentages e.g. order from smallest to largest ½, 36%, 0.4, 3/10	
Measure	Convert between different units of metric measures.	Mixed unit problems including converting between measurements with a wider span e.g mm to m	
	Measure and calculate the perimeter of composite rectilinear shapes in cm and m.	Apply knowledge to solve problems in context.	
	Calculate and compare the area of rectangles (including squares) , and including using standard units, square centimetres (cm2) and square meters (m2) and estimate the area of irregular shapes.	Investigate different rectangles that have the same area and explain their findings .	

Year 5 maths cont'd

	Expected Standard	Depth	Other notes
Geometry	Draw given angles and measure them in degrees and find missing angles.	Explain the relationship between the angles and number of sides in regular polygons.	
Statistics	Complete, read and interpret information in tables, including timetables.	Draw own table from given data	

Year 7: Maths

	Expected Standard	Depth	Other notes
Place value	Understand and use place value for decimals, measures and integers of any size.	Partition numbers in different ways showing evidence in calculating missing digits.	
Addition and Subtraction	Use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions and mixed numbers, all positive and negative.	True/ false. Missing digits Word problem. Investigations – sometimes, always, never	
	Use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals	Error check calculation Inserting operations 4 fours.	
Algebra	Use an interpret algebraic notation including ab in place of a x b	Missing numbers	
	Substitute numerical values into formulae and expressions, including scientific formulae.	Replacing algebraic with number.	
	Use algebraic methods to solve linear equations in one variable (including all forms that require rearrangements)	Calculate complex/ multistep equations	
	Describe simple mathematical relationships between 2 variables.		
Statistics	Recognise, sketch and produce graphs of linear and quadratic fractions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane.	Plot coordinate for x and y and realise there is a pattern /connection eg. Y=3	
	Generate terms of a sequence from either a term-to-term or a position to term rule.	What comes next? 95th term?	
	Construct and interpret appropriate tables.		

Year 7 cont'd

	Expected Standard	Depth	Other notes
cont'd	Record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally, likely outcomes, using appropriate language and the 0-1 probability scale.	Record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally, likely outcomes, using appropriate language and the 0-1 probability scale.	
	Describe, interpret and observed distributions of a single variable through appropriate graphical representation including discrete, continuous and grouped data and appropriate measures central tendency (mean, mode, median) and spread (range, consideration of outliers)	Describe, interpret and observed distributions of a single variable through appropriate graphical representation including discrete, continuous and grouped data and appropriate measures central tendency (mean, mode, median) and spread (range, consideration of outliers)	
Fractions	Understand that a multiplicative relationship between two quantities can be expressed as a ratio or fraction.	If the ratio is ___ what is the fraction of ___?	
	Solve problems involving % change including percentage increase, decrease and original value problems and simple interest in financial mathematics.	Multi step word problems. True/ false, Errors, Comparison	
	Work interchangeably with terminating decimals and their corresponding fractions (such as 3.15 and 7/2 or 0.375 and 3/8)	Prove Which is the biggest? Missing digit to make equivalent.	
Measure	Use compound units such as speed, unit pricing and density to solve problems.	Multi step word problems. True/ false, Errors, Comparison.	
	Use standard units of mass, length, time, money and other measures, including with decimal quantities.	Apply knowledge to solve problems in context.	

Year 7 maths cont'd

	Expected Standard	Depth	Other notes
Geometry	Derive and apply formulae to calculate and solve problems involving perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders)	True/ false If ___ = ____ then what does _____	
	Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3d.	Describe, interpret and observed distributions of a single variable through appropriate graphical representation including discrete, continuous and grouped data and appropriate measures central tendency (mean, mode, median) and spread (range, consideration of outliers)	

Year 1: Reading

	Expected Standard	Depth	Other notes
Word Reading	Use the correct sound to grapheme for all 40+ graphemes including alternative sounds.	Children have quick automatic recall of all 40+ phonemes and all alternatives sounds without hesitation or self-correction.	
	Use blending as the prime approach to decoding unfamiliar words.	Blend unfamiliar polysyllabic words accurately.	
	Read all 45 common exception words.	Read all 45 common exceptions words in contexts (explaining meaning) and begin to learn next set (Year 2)	
	Read accurately and fluently books/ texts they are consistent with their developing phonics knowledge.	Able to read fluently and understand books at a higher reading level within the school scheme.	Greater depth children will develop a pleasure of reading and will tackle progressively more challenging texts where words are not always phonetically decodable.
	Read and recognise contractions and common suffixes.	Read all Year 1 suffixes and contractions accurately.	
Comprehension	Recognises and joins in with predictable phrases.	Suggest predictable phrases from their wider reading.	
	Recite rhymes and poems by heart.	Recite rhymes and poems with fluency and expression.	
	Retell traditional stories and discuss characteristics.	Retell key stories, fairy tales and traditional tales fluently and accurately in order, with expression.	
	Make links to own experiences and links to other stories read.	Makings links spontaneously without being prompted.	
	Check that reading makes sense to them.	Self-correction without prompting.	
	Discuss word meaning.	Discussion and questioning around new words within independent reading.	

Year 1 reading cont'd

	Expected Standard	Depth	Other notes
cont'd	Making inferences on the basis of what is being said and done.	Identify evidence and give reasons for their answer.	
	Predict what might happen on the basis of what has already been read.	A relevant prediction and one that is plausible based on what has been read.	
	Can identify some key features of non-fiction texts.	Use features of non-fiction texts to find information.	NB This is not in POS E.g. headings, sub-headings, captions, index.

Year 3: Reading

	Expected Standard	Depth	Other notes
Word Reading	Read aloud and understand words based on knowledge of root words, prefixes and suffixes.	Apply knowledge of root words, prefixes and suffixes to work out the meaning of unfamiliar words	
Comprehension	Read a range of age-appropriate fiction, poetry, plays and non-fiction.	Express opinions about a range of fiction, poetry, plays and non-fiction books.	Evidence could include: • Peer discussion (books groups) • Guided reading lessons
	Use dictionaries to check the meanings of words that they have read	Confidently and efficiently use a dictionary to explore new vocabulary.	
	Read a wide range of stories such as myths, legends or traditional stories and retell some of these orally.	Retelling a wider range of myths, legends and traditional stories orally, with increasing detail.	
	Perform age-appropriate plays and poetry aloud using intonation, tone, volume and action.	Show understanding of poems and plays, and awareness of audience, through intonation, tone, volume and action.	Naturally done. Evidence could be seen in: • Presentations • Guided Reading • Performances (in class, whole school, for parents etc.)
	Discuss words and phrases which capture reader's interest and imagination.	Begin to explain an author's language choices. Explain personal response to words or phrases.	Evidence seen in: • Guided reading • Group discussions
	Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	To independently self-correct on the basis of words in context.	Evidence seen in: • Guided reading • One to one reading
	Retrieve and record information from non-fiction.	Use skimming and scanning techniques effectively to retrieve information efficiently.	Not just reproduce the original.
	Makes inferences on the basis of what is said and done and can explain characters' feelings.	Justify predictions on the basis of evidence drawn from the text.	

Year 4: Reading

	Expected Standard	Depth	Other notes
Word Reading	Read further exception words, noting the unusual correspondences between spellings and sound and where these occur in the words.	Can read fluently with minimal errors.	Evidence will be seen in: • Guided reading • 1:1 reading
Comprehension	Identify themes and conventions in a range of books	From wider reading, link themes and conventions across a range of texts.	Evidence will be seen in: • Guided reading • Whole class work
	Recognize some different forms of poetry	Compare a range of poetry forms	E.g. Free verse Narrative poetry
	Predict what might happen from details stated or implied	Justify plausible predictions based on evidence from the text	Further extension would be to make predictions based on cross-textual references
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	Can link and compare evidence throughout a text to develop understanding of characters.	E.g. ". he stuttered because he was scared. At the start he wasn't scared as he didn't stutter. At the end he didn't stutter as he had conquered his fear."
	Identify main ideas drawn from more than one paragraph and summarise these.	Demonstrated by selecting all important and relevant details throughout the whole text.	Evidence will be seen in: • Book reviews • Guided Reading • Discussions
	Identify how language structure contributes to meaning	Explain the effect of some forms of figurative language on the reader	E.g. vocabulary chosen Words in bold/italicized Positioning of subordinate clauses For greater depth e.g. simile, onomatopoeia
	Use organisational devices, and skimming and scanning skills to support efficient retrieval of information in non-fiction texts	Explain how organizational devices enable efficient retrieval of information.	

Year 5: Reading

	Expected Standard	Depth	Other notes
Comprehension	Retrieve, record, group and present information from non-fiction	Retrieve, record, group and present information from a range of non-fiction sources	
	Distinguish between statements of fact and opinion	Identify bias	
	Justify inferences with evidence in more complex texts.	Develops and explains answers with supporting evidence and reasoned justifications for their views.	
	Checking that text makes sense by exploring the meaning of words in context in an age-appropriate text	Able to identify synonyms related to initial word checked.	Using dictionaries and thesauruses effectively
	Predicting what might happen from meanings and implied.	Prior knowledge to be able to explore future happenings e.g. Use knowledge of genre or use wider general knowledge.	
	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	Summarise the main ideas across a whole text.	
	Increase familiarity with a wide range of books	Make comparisons within and across books	
	Discuss and evaluate how authors use language, considering the impact on the reader	Discuss and evaluate the use of a range of figurative language and explain the impact on the reader.	e.g. similes, onomatopoeia and including metaphor and personification
	Explain and discuss their understanding of what they have read, including through formal presentations and debates.	Build on the ideas of others and challenge views.	
	Recommend books that they have read, giving justified reasons for their choices.	Making comparisons within and across a wide range of literature.	
	Perform age-appropriate plays and poetry aloud, using intonation, tone, volume and action.	Show understanding of poems and plays, and awareness of audience, through intonation, tone, volume and action.	

Year 7: Reading

	Expected Standard	Depth	Other notes
Comprehension	Summarises the main ideas drawn from a whole text/ extract, identifying key details to support the main ideas.	Understands how the author controls the order of events – why have they done this – and its purpose. How conclusion refers back to the start.	
	Identify, understand and explain key features of a wide range of fiction and nonfiction genres.	Explain in a detailed way the structure and organisation of a genre.	
	Make inferences and refer to evidence in the text.	Evidence is relevant and specific. May use more than one piece of evidence to support reasoning.	
	Explain their understanding of purpose, audience for and context of writing.	Identify certain features than achieve purpose e.g. Entertainment: joke, pun.	
	Be able to convey understanding of character to show the features of performance and interpretation.	Understand how alternative staging allows for different interpretations.	
	Be able to accurately discuss the effect of setting, plot and characterization on the audience.	Know how text structure and organisation features present meaning.	
	Be able to identify features of poems.	Able to explain techniques.	
	Understand language choices and make relevant comments.		
	Make critical comparisons across texts and authors.	Identify individual author's style.	

Year 1: Writing

	Expected Standard	Depth	Other notes
Comprehension	Compose a sentence orally before writing it.	Speak grammatically correct sentences.	
	Sequence sentences to form short narratives.	Some use of expanded noun phrases.	
	Re-read what they have written to check it makes sense.	Make some simple corrections to their own writing	
	Read aloud their writing clearly enough to be heard by their peers and their teacher.	Read with expression.	
Vocabulary, Grammar and Punctuation	Join words and clauses using 'and'.	Mostly controlled use of and to join independent clauses.	
	Punctuate many sentences using a capital letter and full stop, question mark or exclamation mark.	Most sentences punctuated using a capital letter and a full stop.	
	Mostly accurate use of a capital letter for names of people.	Mostly accurate use of a capital letter for names of places, the days of the week and the personal pronoun I.	
	Some use of a capital letter for names of places, the days of the week and the personal pronoun I.	Mostly accurate use of a capital letter for names of places, the days of the week and the personal pronoun I.	
Hand-writing	Most lower case letters formed in the correct direction.	Letters correctly sized in relation to one another, starting and finishing I the right place.	
Transcription	Spell words containing each of the 40+ phonemes already taught.	Correctly use alternative sounds taught so far.	
	Spell most Y1 common exception words.	Spell some Y2 common exception words.	
	Name letters of the alphabet in order	Name letters starting from any point.	
	Add suffixes using the spelling rule for s or es as the plural marker for nouns.	Add suffixes using the spelling rule for s or es for the third person singular marker for verbs.	

Year 1 writing cont'd

	Expected Standard	Depth	Other notes
cont'd	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling many words accurately.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling most words accurately.	
	Use –ing and –ed where no change is needed in the spelling of root words.	Using –er and –est where no change is needed in the spelling of root words	

Year 3: Writing

	Expected Standard	Depth	Other notes
Comprehension	In some writing, organise paragraphs around a theme	Writing shows cohesion within each paragraph.	
	In non-fiction, used headings and sub-headings to aid presentation.	Headings and sub headings are well selected and appropriate to context.	
	In narratives creates settings, characters and plot.	Settings and character are described in increasing detail.	
	Composes sentences , progressively building a rich and varied vocabulary.	Some use of figurative language and devices.	
	Proof reads for spelling errors including non-negotiable and high frequency words when identified by the teacher.	Independently, proof reads for spelling errors including non-negotiable and high frequency words.	
	Proof reads for punctuation errors (CL . ? ! “” , in a list ‘ for contractions) when identified by the teacher.	Independently, proof reads for punctuation errors (CL . ? ! “” , in a list ‘ for contractions).	
Vocabulary, Grammar and Punctuation	Use conjunctions, adverbs and prepositions to express time and cause within a sentence (when, if, that, because, so, that, since, during.	Vary the position of conjunctions, adverbs and propositions within a sentence	
	Chooses an appropriate pronoun or noun within sentences.	Can choose either a noun or pronoun to add impact to writing.	
	Use possessive apostrophe mostly accurately with singular nouns.	Sometimes uses possessive apostrophe accurately with plural nouns.	
	Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play in contrast to *He went out to play.*	Uses both present perfect and simple past forms to add variety in writing.	
	Some use of inverted commas to punctuate direct speech.	Punctuating some direct speech accurately e.g. ? !	
	Using capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly effectively.	Uses taught punctuation to add effect to writing.	

Year 3 writing cont'd

	Expected Standard	Depth	Other notes
Hand-writing	Use the diagonal and horizontal strokes needed to join letters in most of their writing and understand which letters, when adjacent to one another, are best left unjoined.	Some handwriting is joined and legible.	
Transcription	Spell many of the words from the Y3/4 spelling list accurately.	Spell most of the words from the Y3/4 spelling list accurately.	
	Apply knowledge of spelling rules and patterns taught in Year 3		

Year 4: Writing

	Expected Standard	Depth	Other notes
Comprehension	In narratives creates settings, characters and plot. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	Maintaining the viewpoint of the character	
	Uses rich and varied vocabulary including use of figurative language and devices.	Uses language and vocabulary choices with control to create impact and viewpoint.	
	Composing sentences progressively increasing range of sentences structures: simple, compound, complex.	Sentence structures are chosen for effect.	
	Extend the range of sentences with more than one clause by using a wider range of conjunctions including e.g. when, if, because, although, which.	Varies the position of the subordinate clause for effect and variety.	
	Paragraphs organised around a theme, in most writing.	Use fronted adverbials to develop cohesion between paragraphs.	
	Independently, proof reads for punctuation errors (CL . ? ! “” , in a list ‘ for contractions, punctuation for direct speech).	To edit and change punctuation for effect and variety.	
	Independently, proof reads for spelling errors including non-negotiable and high frequency words.	Edit and changes vocabulary for effect and variety	
Vocabulary, Grammar and Punctuation	Punctuate direct speech accurately (including punctuation within and surrounding inverted commas).	Uses a variety of reporting clauses to add detail and interest.	
	In narrative, used direct speech to convey character.	In narrative can combine speech and actions to convey character.	
	Use fronted adverbials to show where, when and how with comma mostly accurate.	Varies the adverbials e.g., with care instead of carefully with accurate use of punctuation.	
	Use possessive apostrophe mostly accurately with plural nouns.	Always uses possessive apostrophe for both singular and plural pronouns correctly.	
	Chooses an appropriate pronoun or noun within or across sentences to aid cohesion and avoid repetition.	Choose appropriate pronoun or noun to add impact to writing.	

Year 4 writing cont'd

	Expected Standard	Depth	Other notes
Hand-writing	Most handwriting is legible and joined.	Producing legible joined handwriting	
Transcription	Spells most of the words from the Year 3/ 4 spelling list accurately.	Spells some of the words from the Year 5/6 spelling list accurately.	
	Apply knowledge of spelling rules and patterns taught in Year 4.	Beginning to apply Year 5 spelling rules.	

Year 5: Writing

	Expected Standard	Depth	Other notes
Comprehension	Sometimes selects vocabulary and grammatical structures that reflect the level of formality required	Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately.	
	Use coordinating and subordinating conjunctions with increasing confidence e.g. as, while, despite, even though.	Varying the position of the subordinate clause in a sentence. Use of compound/ complex sentences.	
	Can use a dictionary and thesaurus to check spellings and word meanings..	Independently choose resources e.g. Dictionaries/ thesauruses to check spellings, word meanings in order to edit and improve work.	
	Evaluate and edit their own and others' writing by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.	Extensively edits and re-writes their own writing in order to improve it.	
	In narrative, creating atmosphere by describing characters and settings and integrating dialogue.	In narrative, creating atmosphere by describing characters and settings; making appropriate vocabulary choices; varying sentence lengths and integrating dialogue	
	Making some use of adverbials, pronouns, conjunctions and prepositions within and across sentences and **paragraphs** to show cohesion.	Can make informed choices of adverbials, pronouns, conjunctions and prepositions to build cohesion in writing.	
Vocabulary, Grammar and Punctuation	Relative clauses are used such as: who, which, where, when, whose, that or an omitted relative pronoun.	Use of embedded clauses.	
	Makes use of adverbs, prepositional phrases and noun phrases to add detail and clarity.	Selects adverbs, prepositional phrases and noun phrases to create effect in writing.	
	Using different verb forms mostly appropriately, including some passive and modal verbs.	Can select verb forms for meaning and effect.	
	Using inverted commas and commas for clarity.	Use of inverted commas and commas avoids any ambiguity in writing.	
	Beginning to use punctuation for parenthesis mostly correctly and making some correct use of semi colons, dashes, colons and hyphens.	Often punctuation for parenthesis mostly correctly and making correct use of semi colons, dashes, colons and hyphens.	

Year 5 writing cont'd

	Expected Standard	Depth	Other notes
Hand-writing	Handwriting is legible and joined	Maintaining legibility, fluency and speed in handwriting.	
Transcription	Apply knowledge of spelling rules and patterns taught in Year 5 when spelling words, including words with silent letters and homophones, with a reasonable degree of accuracy.	Correctly spell agreed Year 5 high frequency / non-negotiable words.	
	Spells many of the words from the Year 5/6 spelling list.	Spells most words from the Year 5/6 spelling list.	

Year 7: Writing

	Expected Standard	Depth	Other notes
Comprehension	Produce different types of fiction writing, stories, play scripts, poems that clearly show the formal features of both.	Consciously use the specific text features (e.g. Poetic techniques, stage directions, expanded dialogue) for effect.	
	Produce different types of non-fiction writing including speeches, arguments, letters and reports that clearly show the formal features of each.	Consciously use specific text features (e.g. Facts persuasive, rhetorical devices, formal or informal language) for effect.	
	Adapt writing to suit the audience and the purpose of the text.	Conscious control of vocabulary choices to adopt the style/ tone in relation to audience/ purpose.	
	Structure extended pieces of writing in a clear, coherent structure (paragraphing in a logical order).	Connecting phrases used between paragraphs to signal connection or progression in an extended piece of writing.	
	Use a broad, varied and appropriate range of vocabulary, suited to the purpose/ audience of the task.	Apply more sophisticated and complex vocabulary that is appropriate to the purpose/ intended audience of the writing.	
Vocabulary, Grammar and Punctuation	Use accurate grammatical structures throughout to ensure cohesion..	Variety in choice of grammatical structures to ensure cohesion.	
	Use a full variety of sentence types accurately; vary sentence openers.	Use a wider range of conjunctions accurately, varying the position of subordinating clause	
	Accurate punctuation used throughout a piece of writing.	More sophisticated punctuation (i.e. full range) used appropriately and accurately.	
	Use standard English accurately in their writing.	Be able to deliberately. use other varieties of English where appropriate (e.g. Non-standard English in dialogue/ play script).	
Tran-scription	Correct spelling of most content and grammatical function words.	Accurate spelling of more complex/ lower-frequency words (fewer examples of phonetically plausible spellings).	

Supporting teachers – Supporting Standards

Standardisation and moderation are essential parts of our assessment system. It ensures that teachers have a strong understanding of the KPIs in order to make strong, consistent and valid summative assessments.

Standardisation and moderation occurs at multiple levels:

- Year Group Level – between classteachers
- Phase Level – between teachers within the same phase
- Cross Phase – between teachers in different phases
- SLT – school SLT
- Cluster/Hub – between teachers across the cluster or MAT

Our staff are committed to ensuring the best outcomes for our pupils and, to do this, they must have a secure understanding of standards in their year group.
In order to achieve this our cluster/ hub moderation system must be robust and effective and be an opportunity for teachers to work with their peers to standardise and moderate their summative teacher assessment. Schools in the LSP will commit to each classteacher attending a half day year group moderation sessions three times a year.

St Peter's Teaching School will facilitate these sessions by:

- Organising and administering the moderation process
- Working with Headteachers and assessment leads via the Assessment Network to agree the focus and format of the sessions
- Provide opportunity for professional dialogue between teachers with opportunities to explore and secure teacher assessment around year group standards
- Support staff during the sessions to increase staff confidence and skill in assessing pupil's learning
- Share expertise of standards in reading, writing and maths to support staff in securing accurate judgements
- Record and complete a session note on each moderation session to feedback to Headteachers

Regular cluster/hub moderation is built into our CPD programme for all staff with each year group having the opportunity to moderate together 3 x half days a year.
Foundation stage, year 2 and year 6 teachers will also have the opportunity to moderate with their chosen Local Authority moderation provider.
As a MAT we have funded moderation sessions with the lead moderator from our chosen LA moderator.

NFER Tests

Tests give teachers another assessment tool to use. They offer another insight into pupils' learning alongside teacher assessment. All children in years 3,4 and 5 will complete an NFER test in reading and maths at the end of each year.

These will be marked in school and results (scaled score) will be recorded in a discrete entry on Inisght. These results will be reported to Trustees alongside end of year teacher assessment.

Progress

Since the removal of levels and APS there is no longer a measure of 'expected' progress. National progress from phase to phase (FS – end KS1, KS1 – end of KS2) will be calculated using standardised scores and will be based on the prior attainment of pupil groups.

Our assessment system allows us to identify prior attainment to track progress across terms and years once teachers have completed their summative assessment. Clear and accessible reports produced by Insight will allow teachers and leaders to check that pupils are maintaining their prior attainment summative bandings and hence identify children who are falling behind or accelerating in their learning.

Progress against depth of learning can also be measured on an individual child, class and cohort basis for individual objectives and subjects as a whole school. This allows staff to identify next steps in learning.