



## Assessment Policy

*But Jesus called them to him, saying, "Let the children come to me, and do not hinder them, for to such belongs the kingdom of God."  
Luke 18:16*

### 1. The Principles and Aims of Assessment

*'The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' education. It should provide information which is clear, reliable and free from bias.'*  
Final report of the Commission on Assessment without Levels – Sept 2015

We aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed.

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils and identify any areas of development
- inform pupils of their progress and next steps
- guide planning, teaching, additional support, curriculum development and resources
- inform parents and the wider community of pupil achievement
- provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

### 2. Forms of Assessment and Their Purpose

At Packington Church of England Primary School we use three broad forms of assessment, each with its own purpose.

1. Day-to-day in-school formative assessment, for example:

- Question and answer during class
- Quality next step marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Pupil self – assessment of their work
- Peer review, marking & feedback

Day to day in-school formative assessment has different purposes for different stakeholders:

- **For pupils:** formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.
- **For parents:** formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve.
- **For teachers:** In-school formative assessment is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.
- **For school leaders:** formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

2. In-school **summative assessment**, for example:

- End of year assessments
- Short end of topic or unit tests
- Reviews for pupils with SEN and disabilities
- Spelling tests

In-school summative assessment has different purposes for different stakeholders:

- **For pupils:** summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.
- **For parents:** summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.
- **For teachers:** summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period and the impact of their own teaching. Both these purposes help teachers to plan for subsequent teaching and learning.
- **For school leaders:** summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

3. Nationally **standardised summative** assessment, for example:

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1
- Phonics Screening Test in Year 1 & Year 2

Nationally **standardised summative assessment** has different purposes for different stakeholders:

- **For pupils and parents:** Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

- **For parents:** Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.
- **For teachers:** Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.
- **For school leaders and school governors:** Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

### **3. Assessment in Early Years Foundation Stage**

On entry to school, children are both formally and informally assessed in order to ascertain whether they are working at age related expectations, or above/below age related expectations. The formal assessment system used is Early Excellence's baseline assessment and this runs alongside the teachers' daily informal observations to build up a complete picture of each child on entry. The assessments are used to inform planning, set targets and aid early identification of special needs.

Over the course of the year, all staff in the EYFS contributes to the ongoing assessment process, using a variety of formal and informal methods. The children are observed working independently on child initiated tasks and also on teacher led focus tasks with a specific learning objective, both indoors and outdoors. Evidence is gathered in a wide range of ways such as children's direct quotes on post-its, annotated photographs, videos, children's work in their work book, phonics assessments, daily reading records, extended focused observation notes and on the electronic learning journal '2 simple', which also tracks progress.

During the year, teachers use the assessment data as a valuable source of information about levels of development across the year group. The EYFS leader monitors the levels of learning and development in each of the areas of learning for individual pupils and the cohort with particular attention to certain groups such as summer born children, disadvantaged children and boy/girls. This information helps staff to plan activities which will help all children to move forward in their learning and development.

At the end of the year, the EYFSP (Early Years Foundation Stage Profile) is completed and the judgements are reported to parents and the LA. This profile is based on the cumulative ongoing observations and assessments in the following areas:

- The Prime Areas of Learning: Communication and Language, Physical Development and Personal, Social and Emotional Development, and,
  - The Specific Areas of Learning: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.
  - We also report on the Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically.
- Each child's developments and achievements are recorded in the EYFSP. There are 17 ELG (Early Learning Goal) descriptors, together with a short narrative describing the child's three Characteristics of Effective Learning.

- For each ELG, a judgement is made as to whether a child is meeting the level of development expected at the end of Reception year.
- 1= 'Emerging' (not yet reaching the level of the ELG) 2 = 'Expected' or 3= 'Exceeding' this level.

To ensure that all judgements are accurate, valid and consistent, the judgements are moderated internally within the school, with other schools (Ashby Assessment Group/ Unity) and also through attendance at the LA moderation clusters.

#### **4. Assessment in KS1 & KS2**

The class teacher continues to use Early Years assessment until the individual pupil is ready to move onto the National Curriculum levels. If pupils are unable to access the National Curriculum in Term 4 the teacher uses P-levels to assess their progress.

When the pupil has progressed onto the National Curriculum the class teacher uses formative assessment in Reading, Writing and Maths, using summative assessment where required but at least termly.

Formative assessment is at the heart of our approach to assessment. Formative assessment will be carried out continually by all staff – “formally” and “informally”. It is important to remember that this is a process everyone is involved in: adult-pupil; pupil-adult; pupil-pupil. This creates a cycle, which is used to improve teaching and learning across the school. All teaching staff will:

Before and after lessons

- Mark work from previous lessons – Marking should maximize what will impact on progress of individuals; specific next steps or close the gaps.
- Reflect on previous lessons – was the pitch appropriate? Who struggled? Why? How can I adapt/scaffold the learning to support them? Who found it easy? What is their next step?
- Use information gained to adapt planning as appropriate for groups/individuals/whole class

During the lesson

- Question children – fully explore children’s understanding (this is not a test to see if they have been listening or if they understand). We will use the information we get from children’s responses to adapt lessons: move on quickly if they are secure; scaffold further if needed; re-group children if some need extra support.
- Provide immediate feedback – we do not simply reward “getting it right”: provide feedback on the response (correct or incorrect) and what the next steps are – further challenge or scaffold understanding. We reward perseverance, resilience, an ability to accept failure as central to the learning process and tackle it with determination and greater effort.
- Talk – give children opportunities to formulate answers and share strategies/ideas with partners. We will listen to these conversations as they can provide invaluable insight into children’s (mis) understanding. We will continue these conversations throughout the lesson – regular dialogue with children will further inform our understanding of where the children are and where they need to go next, allowing us to move the learning on at a suitable pace.
- Mark – marking work during the lesson will provide immediate information for us and immediate feedback for children to correct misconceptions or to move learner on.
- Response to marking – children should be given opportunities to respond to marking during lessons or at another point shortly after.

- Peer/self-assessment – modelled and scaffolded as appropriate to allow all children to reflect meaningfully on their learning; exit notes, whiteboards; think, pair, share

## **5. Whole School Assessment. Record keeping and Tracking System – Ashby Assessment System**

In line with the recommendation set out within the ‘Final report of the Commission on Assessment without Levels - September 2015’ at Packington Church of England Primary School we have worked with a group of local primary schools to develop our own assessment system, which includes assessment grids for staff to complete and a whole school tracker. The system is based on the National Curriculum 2014 and key performance indicators (KPI’s).

Assessment of pupil understanding in line with the Ashby Assessment grids and age – related Key Performance Indicators will be an integral part of teacher planning and will in turn inform future planning. Day to day assessment will mainly take the form of high quality formative assessment including next step marking, pupil progress meetings, verbal feedback etc. This will be supplemented by periodic summative assessments or tests, perhaps at the end of a topic or unit of work. It is up to teachers to make a professional judgement on how they record the outcomes of formative assessment and how often they use summative assessment tests. However, an ongoing record of performance against Key Performance Indicators is recorded on individual grids for each child.

### **Assessment Grids**

Assessment grids have been produced for each year group (Yr1-6) for Reading, Writing and Maths (see sample appendix 1). These assessment grids detail key learning statements which can be used to provide:

- Detailed assessment information for the teacher to use to inform their future planning of next steps (formative);
- Overall judgements which can be made more summatively (for example once a term), to enable senior leadership teams to track progress across the school during the year.
- A means of informing parents about attainment and progress.

The highlighted statements on the grids have been identified as KPI’s) as these have the greatest impact on the further development of skills and subsequent learning. Consequently, the KPI’s play a particularly significant role in the assessment process.

At the end of each term teachers will be asked to make a professional judgement about each child regarding their level of performance in relation to all of the key learning statements. This judgement will be based upon their knowledge of the child, performance recorded on and day to day formative assessments. Staff will complete a hard copy of the assessment grid for each individual pupil in their class. A triangular marking system will be used as follows: a single line to denote pupils have started work on this area, two lines of the triangle pupils are showing some understanding, three lines of the triangle indicate pupils fully understand the statement. This statement is subsequently highlighted on the electronic tracker if there is evidence to show that they are able to meet the objective independently.

Each term the points are added up and, using the conversion tables for each subject (see appendix 2), the pupils are assessed at either below, emerging, developing secure or at greater depth for the expected standard for their year group.

<b>Working Below</b>	A pupil assessed as 'Working Below' is working below the expected standard for their year group.
<b>Emerging</b>	A pupil assessed as "Emerging" is working towards the expected standard for their year group.
<b>Developing</b>	A pupil assessed as 'Developing' is working well towards the expected standard for their year group but is not yet secure in all areas.
<b>Secure</b>	A pupil assessed as 'Secure' is working securely at age related expectations for their year group.
<b>Greater Depth</b>	A pupil assessed at 'Greater Depth' is working at greater depth within the expected standard (Very few pupils are assessed at this level)

*Most pupils will be assessed within the shaded boxes as emerging, developing or secure for their year group.*

To attain a secure judgement, the child must have achieved all of the KPI's for their year group.

Most pupils will be baselined at the beginning of the year on either point 10, 20, 30, 40, 50 , 60. The first digit represents the Year group eg 60 = year 6. At the start of Year 1 pupils will be baselined according to whether they met the Early Years Learning goals or where they were assessed on ages and stages:

**If pupils have achieved or exceeded ELG = 10 points**

**40 - 60 mths** – E = 7, D= 8, S= 9

**30 - 50 mths** – E = 4, D= 5, S= 6

The expectation is that pupils will make 5 or 6 points progress over the year to make expected progress. Pupils who make 7 points make better than expected progress. Appendix 3 outlines how progress is calculated for individual pupils and cohorts.

Some pupils, particularly those with SEND, may be working below the expected standard for their group, however, their progress is also tracked.

Data from the cohort assessment grids is then put on the whole school assessment tracker and is analysed to identify strengths and weaknesses and attainment and progress for cohorts and groups. The tracker summarises each classes assessment details and enables senior leaders as well as class teachers to analyse summative data.

Pupils who make only 2 or less points progress over two term are identified as making slow progress and strategies are put in place to improve progress and attainment.

Not all children may reach Secure at the end of each year. These children will be closely monitored and supported through interventions in order to diminish the attainment gap. If a child reaches Secure in spring term, the expectation is to widen and broaden the learning experiences in the year and to demonstrate and apply the skill or knowledge independently in different subjects or contexts.

**Standardisation & Moderation**

- Moderation exercises will be an integral part of staff meetings and opportunities for moderation will be built into our staff meeting programme.

- As part of the Ashby Assessment group – moderation twilight sessions will be held regularly.
- Subject leaders study examples of children’s work and planning within their subject area.
- Year 6 and Year 2 teachers also attend moderation cluster meetings with regard to ‘levelling’ writing.

## Feedback to Pupils

At Packington we believe that feedback to pupils is crucially important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed system in place for feedback and marking (see Feedback and Marking Policy), as this ensures that we all mark in the same way, and the children learn to understand it. Children in all classes are given verbal feedback on their work whenever possible. This is usually done when the children are working during a lesson, although sometimes feedback is given on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, a comment will be made on the children’s work during marking. Written feedback is related to the learning objective and success criteria for the lesson and the intended learning outcomes. Teachers make clear whether the learning objective has been met but if it is considered that the objective has not been met pupils are given informative feedback on what they need to do to produce even better work in the future.

Time is set aside for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. This is done to ensure that the time our teachers spend on marking really has an impact.

## SEND

Formative assessment will be at the heart of assessment for children with identified special needs or disabilities in the same way as it is for all other children. Modifications will be made by teachers to ensure questioning; talk, marking etc are all suitable for children, depending on their specific needs.

## Pupil Progress Meetings

Teaching staff and the Head teacher consider each pupil’s individual progress. Information is recorded on the Ashby Assessment tracking system (as well as the school’s own documents eg provision Maps). This shows pupil’s progress through the years. Pupil’s emotional, social and educational progress are also considered. If a pupil becomes a concern or is making slow progress they are given extra support either as part of their class work or as an intervention. They are carefully monitored and the impact of support is reviewed and amended as necessary.

## Reporting to Parents

We have a range of strategies that keep parents informed of their child’s progress in school. For example, we use a 21<sup>st</sup> Day Folder to send home work for pupils to share their work with their parents.

In the Autumn and Spring term we hold individual meetings with parents, at which we discuss the progress of their child and provide targets in core subjects and personal development.

At the end of the summer term we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year in the core subject area and personal development.

In the reports for pupils in Year 2 and 6, we also provide details of achievements in the statutory tests. We also report the results of the Year 1 Phonics Screening Check at this time.

Parents are actively encouraged to discuss any worries or concerns they have with their child's class teacher at the end of the school day. We also encourage parents to contact school if they have concerns about any aspect of their child's work.

## Governance, Management & Evaluation of Assessment – Roles & Responsibilities

### **Governors:**

Curriculum and Monitoring Committee- to monitor the implementation and effectiveness of the policy

*The criteria for its effectiveness are:*

- *How well it is being followed by staff*
  - *The impact it has on children's learning, e.g. their response to marking comments*
  - *The impact on children's learning, e.g. in the progress made at Pupil Progress meetings and how secure children are achieving depth of learning across the curriculum – within and across years*
  - *How quickly underachieving children are identified and resulting action taken*
  - *Quality of key stage results*
- To hold the Headteacher to account
  - Whole school overview record
  - Ensure they receive summary of attainment and progress for each cohort and significant groups

### **Head teacher & Senior Leadership Team.**

- Whole school analysis (inc trends over time)
- Monitor and review performance of subjects, cohorts, groups (including vulnerable and more-able pupils).
- Highlighting areas for improvement and allocation of resources (staff/materials/training/accommodation etc)
- Managing the Monitoring/Assessment Timetable
- Ensuring that decisions made and agreed are carried out
- 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
- Moderate and address issues arising from mismatch between data/pupil books/observations etc



**Subject leaders:**

- Monitor the performance of the subject they lead
- Monitor the performance of vulnerable groups
- Analyse and report on attainment and progress of their subject for SLT/ SEF Summary Meetings.
- Highlight areas of strength to celebrate and weakness to support
- Prepares whole school data for presentation to the governors where appropriate
- Monitoring the performance of teachers and overview of pupils
- Analysing cohort/group data and preparing it for presentation to governors

**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/ SEF Summary Judgements as appropriate
- Plan for timely intervention where needed and report impact
- Record results ready for input onto the Master Ashby Assessment Tracker
- To be aware of the impact of their performance upon the whole school

### Continuing Professional Development in Assessment

All teachers and support staff at Packington will have access to a wide range of CPD opportunities to improve their ability to accurately assess pupil progress and attainment. These may include:

- LA/ Unity/ ALC/ FWTSA moderation events
- Whole school INSET training to focus upon assessment
- Staff meeting updates
- Attendance on specific assessment courses e.g. end of key Stage assessment updates
- Specific SMT lead training in assessment processes

### Equal Opportunities

*'We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.'*

### MONITORING AND REVIEW

The Headteacher and Governors are responsible for monitoring the implementation of this policy.

This Policy has been formally adopted by the Governing Body of Packington School. It will be reviewed by the Governors, the Head Teacher and Staff three years from the date of the signature below.

Signed \_\_\_\_\_ Date \_\_\_\_\_ Chair of Governors

### Appendix 1 Sample Assessment Tracking Grid

Name																				
<b>Number and Place Value</b>																				
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.																				
Count, read and write numbers to 100 in numerals																				
Count in multiples of twos																				
Count in multiples of fives																				
Count in multiples of tens.																				
Given a number, identify one more and one less.																				
Identify and represent numbers using objects & pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.																				
Read numbers from 1 to 20 in words.																				
Write numbers from 1 to 20 in words.																				
<b>Addition and Subtraction</b>																				
Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs																				
Represent and use number bonds and related subtraction facts within 20																				
Add and subtract one-digit & two-digit numbers to 20, including zero.																				
Solve one-step problems that involve addition and subtraction, using concrete objects & pictorial representations, and missing number problems such as $7 = ? - 9$																				
<b>Multiplication and Division</b>																				

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher														
<b>Fractions (including Decimals)</b>														
Recognise, find and name a half as one of two equal parts of an object, shape or quantity.														
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity,														
<b>Measurement</b>														
Compare, describe and solve practical problems for lengths and heights [ e.g. long/short, longer/shorter, tall/short, double/half ]														
Compare, describe and solve practical problems for mass or weight e.g. heavy/light, heavier than, lighter than														
Compare, describe and solve practical problems for capacity/volume [ full/empty, more than, less than, half, half full, quarter ]														
Compare, describe and solve practical problems for time [ e.g. quicker, slower, earlier, later ]														
Measure and begin to record: lengths and heights														
Measure and begin to record mass/weight;														
Measure and begin to record capacity & volume														
Measure and begin to record time (hours, minutes, seconds)														
Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.														
Recognise and use language relating to dates, including days of the week, weeks, months and years.														
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.														
<b>Geometry</b>														
<b>Properties of Shapes</b>														
Recognise and name common 2-D shapes e.g. rectangles (including squares) circles and triangles														
Recognise and name common 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).														
<b>Position and Direction</b>														
Describe position, directions and movements, including half, quarter and three-quarter turns.														
<b>Autumn Sub Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Spring Sub Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Summer Sub Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Assessment</b>														
<b>All KPIs met</b>														
<b>Points Score</b>														

	<b>No.</b>	
<b>Students</b>	<b>0</b>	<b>%</b>
<b>Below</b>	<b>0</b>	

Emerging 1	0	
Emerging 2	0	
Developing 1	0	
Developing 2	0	
Secure 1	0	
Secure 2	0	
All KPIs met	0	

## Appendix 2 Maths, reading and writing conversion grids

Points/ Value Conversion Table- Maths

Year 1							
<i>Below</i>	<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
	1-5	6-10	11-15	16-20	21-25	26-30	4+
10	11	12	13	14	15	16	17

Year 2						
<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
1-7	8-13	14-19	20 - 25	26- 34	35 - 43	11+
21	22	23	24	25	26	27

Year 3						
<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
1-7	8-13	14-21	22 - 27	28-33	34 - 39	4+
31	32	33	34	35	36	37

Year 4						
<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
1-7	8 - 14	15-21	22 - 28	29-35	36 - 42	4+
41	42	43	44	45	46	47

Year 5						
<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
1-7	8 - 14	15-22	23 - 29	30-37	38 - 44	4+
51	52	53	54	55	56	57

Year 6						
<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
1-8	9 - 16	17-24	25 - 32	33-41	42 - 48	4+
61	62	63	64	65	66	67

Points / Value Conversion Table – Reading

Year 1							
<i>Below</i>	<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
	1-5	6-10	11-16	17-21	22-27	28-32	1+
10	11	12	13	14	15	16	17

Year 2						
<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
1-5	6-9	10-14	15- 18	19- 23	24 - 27	1+
21	22	23	24	25	26	27

Year 3						
<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
1-4	5-7	8-11	12 - 14	15 - 18	19 - 21	1+
31	32	33	34	35	36	37

Year 4						
<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
1-4	5 - 8	9-12	13 - 16	17-20	21 - 24	1+
41	42	43	44	45	46	47

Year 5						
<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
1-4	5-7	8-11	12 -14	15-18	19 - 21	1+
51	52	53	54	55	56	57

Year 6						
<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
1-5	6 - 9	10-14	15 - 18	19-23	24 - 28	1+
61	62	63	64	65	66	67

Points / Value Conversion Table – Writing

Year 1							
<i>Below</i>	<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
	1-6	7-11	12-17	18-22	23-28	29-33	1+
10	11	12	13	14	15	16	17

Year 2						
<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
1-6	7-11	12-17	18-22	23-28	29-33	1+
21	22	23	24	25	26	27

Year 3						
<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
1-4	5-8	9-12	13-16	17-20	21-23	1+
31	32	33	34	35	36	37

Year 4						
<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
1-5	6-9	10-14	15-18	19-22	23-25	1+
41	42	43	44	45	46	47

Year 5						
<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
1-5	6-10	11-15	16-20	21-25	26-30	1+
51	52	53	54	55	56	57

Year 6						
<i>Emerging</i>		<i>Developing</i>		<i>Secure</i>		<i>Greater Depth</i>
1-6	7-12	13-18	19-24	25-30	31-35	1+
61	62	63	64	65	66	67

### Appendix 3 Average Point Score and Progress Explanation Agreed by AA 27<sup>th</sup> June 2016

Table to show expected Average Point Score throughout the year

	Autumn Term			Spring Term			Summer Term		
	<expected	expected (good)	>expected (good +)	<expected	expected (good)	>expected (good +)	<expected	expected (good)	>expected (good +)
Year 1	< 11.5	11.5-12.5	> 12.5	< 13.5	13.5-14.5	> 14.5	< 15.5	15.5-16.5	> 16.5
Year 2	< 21.5	21.5-22.5	> 22.5	< 23.5	23.5-24.5	> 24.5	< 25.5	25.5-26.5	> 26.5
Year 3	< 31.5	31.5-32.5	> 32.5	< 33.5	33.5-34.5	> 34.5	< 35.5	35.5-36.5	> 36.5
Year 4	< 41.5	41.5-42.5	> 42.5	< 43.5	43.5-44.5	> 44.5	< 45.5	45.5-46.5	> 46.5
Year 5	< 51.5	51.5-52.5	> 52.5	< 53.5	53.5-54.5	> 54.5	< 55.5	55.5-56.5	> 56.5
Year 6	< 61.5	61.5-62.5	>62.5	< 63.5	63.5-64.5	>64.5	< 65.5	65.5-66.5	>66.5

Table to show expected progress throughout the year

	Autumn Term			Spring Term			Summer Term		
	<expected	expected (good)	>expected (good +)	<expected	expected (good)	>expected (good +)	<expected	expected (good)	>expected (good +)
Whole School	<1.5	1.5-2.2	>2.2	<3.5	3.5-4.2	>4.2	<4.9	5-6	>6.1
Pupil		2	3		4	5		5 or 6	7