



SUDBURY PRIMARY SCHOOL

ASSESSMENT POLICY

Introduction

Assessment is an effective means of ensuring that all pupils are working at an appropriate level to their current stage of learning and at a level where challenge is appropriate in order for them to achieve success and ultimately make progress. This agreed assessment policy is intended to ensure effective implementation of assessment procedures and to provide centrally stored data which is easy to access and will provide information on progress and target setting across the school.

Assessment Aims

Why do we assess?

- To indicate where the pupil is in his/her learning in order to plan for future development and ensure progression. A **formative** function.
- To identify strengths and difficulties in order to provide appropriate support and development. A **diagnostic** function.
- To record a pupil's overall attainment in order to give information to parents/carers, colleagues and to other schools on transfer. A **summative** function.
- To provide all pupils with opportunity to show what they know.
- To inform the development of teaching and learning and the curriculum with clear targets, objectives and learning outcomes. Assessment provides information about a pupil's experience and attainment which guides the direction of future learning. Therefore, a major aim is to **improve the quality of teaching and learning**.
- To review weekly progress and plan a progressive curriculum.
- To encourage pupils to understand the aim of their learning, in order to raise achievement by the ongoing use of self and peer assessment.

Equal Opportunities Statement

The achievements and progress of all pupils at Sudbury Primary School are regularly assessed to ensure that learning is planned which meets their needs and supports them in making progress. Due to each individual's needs and level of ability, it might be that the ways in which pupils are assessed are at times adapted to enable all pupils to show their capabilities. This is important when tracking individual progress and reporting to parents and careers, and when planning for progression to be made.

The Assessment Cycle

When does assessment take place?

- The school's policy on marking and feedback indicates how pupils are given feedback on their work to help them learn and improve. Teachers carry out ongoing assessment when monitoring learning in lessons and marking work. This is used to inform the next stage of planning or immediate intervention.
- Teacher assessment is also carried out on a weekly basis in Reading, Writing and Maths. Teachers evaluate how far learning objectives have been met (both independently and with support) and use this information to complete a skills ladder. This is a working document which is updated weekly. These documents are collected at the end of each half term and achievements are analysed and tracked. Such analysis is: presented to teachers to inform planning and areas for targeting for the next half term; used to identify areas for whole school development and staff training; used to track and evaluate progress of individuals and groups over time; used to inform intervention and reported to parents/careers to support them in tracking the progress of their child. Please see details on assessment in Maths, Reading and Writing in appendix for further details.
- Formal assessments are made at the end of each half term in Reading, through the Accelerated Reader. This supports the tracking of progress (in small steps when necessary for lower ability pupils) and provides a diagnostic of skills. This diagnostic informs guided reading learning during the next half term. This assessment also allows the school to compare the pupils' progress and attainment with other pupils of their age nationally. This is something the school feels important due to the small numbers within each year group.
- Formal assessments are made in Maths at the end of each term. This is again to track pupil progress, verify teacher assessment and identify common areas of weakness for development.
- Teacher assessment of writing is moderated within school and other schools to ensure accuracy and verify judgments made.
- Formal assessments are also carried out through SATS tests which are statutory assessments which take place at the end of KS1 and KS2. Other statutory assessments include the Phonics Screening Test and the end of Year 1.
- Baseline tests take place at the start of the Early Years Foundation Stage and this is used to inform learning as well as compare the level the pupils are at on entry compared to others nationally. Pupils progress towards meeting the expectations in the EYFS curriculum and ultimately the early Learning Goals is tracked throughout the Reception year. This is analysed and feedback given to teachers to ensure that the learning which is planned meets the pupils' needs.
- Children work towards differentiated groups targets in Maths and English.
- In Science, ICT and Foundation subjects, teachers identify those children working above, inline and below expected levels. This information informs planning and is reported to parents/careers at the end of the academic year.
- All teaching are given assessment data analysis, with explanation, at the end of each assessment phase.
- Lower ability pupils may work towards assessment objectives which are below their age expectations. However, if there are areas of the curriculum where they are more able, they are given the opportunity to work towards more difficult assessment objectives at

these times. This ensures that pupils are always working at an appropriate level of challenge. Support is always given to enable pupils to work at assessment objectives which relate to their age expectations where appropriate.

Everyday Assessment

There is continuous assessment taking place within daily lessons. It is frequently carried out by:

- Questioning pupils.
- Asking pupils to discuss learning, reflect on ideas and draw conclusion, with explanations.
- Marking of work or verbal feedback after discussion with child.

Everyday assessment is promoted by:

- Sharing learning objectives and targets with pupils and returning to them at the end of lessons.
- Enabling pupils to engage in self assessment/ peer assessment.
- Effective questioning.
- Marking that refers to the objective or target.
- Using personal targets.
- Providing opportunities for pupils to reflect on feedback to show that they understand the assessment made and know how to improve.

Consistency of assessment standards

We aim to achieve this by:

- Agreement on a common pattern of assessment throughout school.
- The use of a common marking and feedback policy (see policy).
- Feedback of assessment data analysis provided to all teaching staff, with copies of tracking data.
- The use of standardised scores to make comparisons nationally and evaluate progress and attainment at the school.

Reporting to Parents

Parents are always welcome in school. Much liaison happens between parent and teacher informally. Parent/ teacher interviews are held twice in the year, where parents are invited to discuss their child's progress, including the results of any formal assessments undertaken. A data report is provided to parents at the end of each half term to report on their child's achievements in relation to teacher assessment. This supports parents in tracking their child's progress in Reading, Writing and Maths during each half term. It also supports them in considering what questions they may want to ask the teacher during parents evening and what they can do to support their child at home. Please see appendix for further details. An annual full report, which includes assessment data and comments about learning and progress, is also issued for each child and parents are encouraged to respond in writing. Parents are invited to make an appointment with the class teacher if they wish to discuss their child's report in further detail. Y2 and Y6 SAT's levels are included in the end of year reports.

Children with SEN

Children with SEN, who's progress may be limited due to their learning needs, should also be assessed against the targets they are set in their Individual Education Plans. The targets in these plans are reviewed termly, with the teacher, teaching assistant, child and parents being involved in reviewing targets and putting new ones in place.

Teaching Methods

- Assessment should lead to all work being differentiated so that every child is working at a level appropriate to his or her ability.
- A range of teaching styles should be used to ensure all children are engaged in learning.
- Ongoing informal assessment should take place throughout each lesson to ensure appropriate progress is being made by each child.
- Regular self assessment and peer assessment of work should be used to ensure children are consistently evaluating their own progress. Evidence of this should be seen in the pupils' work books.
- Time should be given for children to revisit pieces of work after marking by or discussion with the teacher, to make improvements.
- Frequent verbal and/ or written feedback should be given to encourage self assessment.
- Formal assessments should take place in the classroom with children spaced apart.
- A common marking policy has been adopted, which is used by all teachers and by pupils when peer marking to ensure consistency throughout the school. (See Marking Policy)

To be reviewed: January 2017

Appendix

Assessment in Reading

In Reading, pupils work towards achieving the *Mile Stones* as set out in the Chris Quigley *Essentials* assessment and curriculum package. To ensure that individual pupil assessment data is tracked accurately in order for gaps to be quickly identified and targeted, point scores have been allocated to each *Mile Stone*.

Expected Point Scores:

Mile Stone 1= 6 points

Mile Stone 2 = 12 points

Mile Stone 3 = 18 points

Therefore expected (or average) progress is 1 point per term. However, it is recognised that all pupils do not progress at the same rate and it might be that some pupils learning is static at times (terms when point is not achieved) and accelerates at other points (terms when two points are achieved). However, if pupils fail to achieve one point progress over two terms, they will be identified and investigation into why progress has been limited made. Intervention will then be put into place and this will specifically target gaps in the pupil's personal assessment log.

Mile Stone 1

To achieve Mile Stone 1, pupils are required to achieve 46 objectives. Out of these 46 objectives, 25 relate to Year 1 National Curriculum expectations and 21 relate to Year 2 National Curriculum Expectations. Point scores will therefore be awarded for the following:

Year 1:

- 1 point will be awarded when pupils achieve 9 objectives at *Advancing* or 17 or more at *Basic*
- 2 points will be awarded when pupils achieve 17 objectives at *Advancing* or 25 or more at *Basic*
- 3 points will be awarded when pupils achieve 25 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards Year 2 objectives at a basic level).

Year 2:

- 4 points will be awarded when pupils achieve 32 objectives at *Advancing* or 25 at *Advancing* and 39 or more at *Basic*
- 5 points will be awarded when pupils achieve 39 objectives at *Advancing* or 32 at *Advancing* and 39 or more at *Basic*
- 6 points will be awarded when pupils achieve 46 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards Year 3 objectives at a basic level).

At this point, Mile Stone 1 will be achieved.

Mile Stone 2

To achieve Mile Stone 2, pupils are required to achieve 31 objectives. Out of these 31 objectives, 18 relate to Year 3 National Curriculum expectations and 13 relate to Year 4 National Curriculum Expectations. Point scores will therefore be awarded for the following:

Year 3:

- 7 points will be awarded when pupils achieve 6 objectives at *Advancing* or 12 or more at *Basic*
- 8 points will be awarded when pupils achieve 12 objectives at *Advancing* or 18 or more at *Basic*
- 9 points will be awarded when pupils achieve 18 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards Year 4 objectives at a basic level).

Year 4:

- 10 points will be awarded when pupils achieve 23 objectives at *Advancing* or 18 at *Advancing* and 27 or more at *Basic*
- 11 points will be awarded when pupils achieve 27 objectives at *Advancing* or 23 at *Advancing* and 31 at *Basic*

- 12 points will be awarded when pupils achieve 31 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards Year 4 objectives at a basic level).

At this point, Mile Stone 2 will be achieved.

Mile Stone 3

To achieve Mile Stone 3, pupils are required to achieve 31 objectives. Out of these 31 objectives, 17 relate to Year 5 National Curriculum expectations and 14 relate to Year 6 National Curriculum Expectations. Point scores will therefore be awarded for the following:

Year 5:

- 13 points will be awarded when pupils achieve 6 objectives at *Advancing* or 12 or more at *Basic*
- 14 points will be awarded when pupils achieve 12 objectives at *Advancing* or 17 or more at *Basic*
- 15 points will be awarded when pupils achieve 17 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards Year 6 objectives at a basic level).

Year 6:

- 16 points will be awarded when pupils achieve 22 objectives at *Advancing* or 17 at *Advancing* and or 27 more at *Basic*
- 17 points will be awarded when pupils achieve 27 objectives at *Advancing* or 22 at *Advancing* and 31 at *Basic*
- 18 points will be awarded when pupils achieve 31 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards the **Challenge** objectives which equate to Year 7 National Curriculum expectations and beyond).

At this point, Mile Stone 3 will be achieved.

Expected Progress: Reporting to Parents.

Year 1		Year 2	
Expected Progress		Expected Progress	
Autumn	1 Point Score	Autumn	4 Point Score
Spring	2 Points Score	Spring	5 Points Score
Summer	3 Points Score	Summer	6 Points Score
<ul style="list-style-type: none"> • Pupils who are below the above expectations at each assessment point will be classed as <i>Year 1 Emerging/Year 2 Emerging</i> • Pupils who are above the above expectations will be classed as <i>Year 1 Exceeding/Year 2 Exceeding</i> (E.g. Achieving 2 points in Autumn in Year 1 or 5 points in Autumn in Year 2 etc.) • Any pupils who are significantly above the expectations will be classed as <i>Year 1 Mastery/Year 2 Mastery</i> (Achieving at least 2 points above expected at any assessment point in the year). 			
Year 3		Year 4	
Expected Progress		Expected Progress	
Autumn	7 Points Score	Autumn	10 Points Score
Spring	8 Points Score	Spring	11 Points Score
Summer	9 Points Score	Summer	12 Points Score
<ul style="list-style-type: none"> • Pupils who are below the above expectations at each assessment point will be classed as <i>Year 3 Emerging/Year 4 Emerging</i> • Pupils who are above the above expectations will be classed as <i>Year 3 Exceeding/Year 4 Exceeding</i> (E.g. Achieving 8 points in Autumn in Year 3 or 11 points in Autumn in Year 4 etc.) • Any pupils who are significantly above the expectations will be classed as <i>Year 3 Mastery/Year 4 Mastery</i> (Achieving at least 2 points above expected at any assessment point in the year). 			
Year 5		Year 6	
Expected Progress		Expected Progress	
Autumn	13 Points Score	Autumn	16 Points Score

Spring	14 Points Score	Spring	17 Points Score
Summer	15 Points Score	Summer	18 Points Score
<ul style="list-style-type: none"> • Pupils who are below the above expectations at each assessment point will be classed as <i>Year 5 Emerging/Year 6 Emerging</i> • Pupils who are above the above expectations will be classed as <i>Year 5 Exceeding/Year 6 Exceeding</i> (E.g. Achieving 14 points in Autumn in Year 5 or 17 points in Autumn in Year 6 etc.) • Any pupils who are significantly above the expectations will be classed as <i>Year 5 Mastery/Year 6 Mastery</i> (Achieving at least 2 points above expected at any assessment point in the year). 			

Deep Learning

When a pupil has achieved a milestone at both **Basic** and **Advanced** levels, differentiation should then allow for the pupil to work towards this skill at a **Deep** level of learning. This will then indicate that the pupil is ready to begin working towards the next **Mile Stone** (in this area of Mathematics). Therefore, it may be the case that one pupil has two different **Mile Stone** skills ladders to track their progress in the subject.

Pupils' progress towards meeting the learning outcomes will be collected at five points in the year, these points being at the end of each half term/term with the exception of Summer 1 (due to the usual short half term and the end of Key Stage tests being taken at the start of Summer 2). Pupils' achievements will be marked on the relevant **Mile Stone** objective sheet (with each pupil having their own individual sheet to track progress against objectives). It is expected that these sheets are working documents which are added to as and when teachers identify that a pupil has met an objective. Only when teachers are sure that a pupil has met the objective can they be highlighted as met. At the end of each assessment point, information will be taken from the objective sheets and added to the *Assessment Tracker* (see below).

Assessment in Writing

In Writing, pupils work towards achieving the *Mile Stones* as set out in the Chris Quigley *Essentials* assessment and curriculum package. To ensure that individual pupil assessment data is tracked accurately in order for gaps to be quickly identified and targeted, point scores have been allocated to each *Mile Stone*.

Expected Point Scores:

Mile Stone 1= 6 points

Mile Stone 2 = 12 points

Mile Stone 3 = 18 points

Therefore expected (or average) progress is 1 point per term. However, it is recognised that all pupils do not progress at the same rate and it might be that some pupils learning is static at times (terms when point is not achieved) and accelerates at other points (terms when two points are achieved). However, if pupils fail to achieve one point progress over two terms, they will be identified and investigation into why progress has been limited made. Intervention will then be put into place and this will specifically target gaps in the pupil's personal assessment log.

Mile Stone 1

To achieve Mile Stone 1, pupils are required to achieve 96 objectives. Out of these 96 objectives, 48 relate to Year 1 National Curriculum expectations and 48 relate to Year 2 National Curriculum Expectations. Point scores will therefore be awarded for the following:

Year 1:

- 1 point will be awarded when pupils achieve 16 objectives at *Advancing* or 32 or more at *Basic*
- 2 points will be awarded when pupils achieve 32 objectives at *Advancing* or 48 or more at *Basic*
- 3 points will be awarded when pupils achieve 48 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards Year 2 objectives at a basic level).

Year 2:

- 4 points will be awarded when pupils achieve 64 objectives at *Advancing* or 48 at *Advancing* and 80 or more at *Basic*

- 5 points will be awarded when pupils achieve 80 objectives at *Advancing* or 64 at *Advancing* and 96 or at *Basic*
- 6 points will be awarded when pupils achieve 96 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards Year 3 objectives at a basic level).

At this point, Mile Stone 1 will be achieved.

Mile Stone 2

To achieve Mile Stone 2, pupils are required to achieve 75 objectives. Out of these 75 objectives, 40 relate to Year 3 National Curriculum expectations and 35 relate to Year 4 National Curriculum Expectations. Point scores will therefore be awarded for the following:

Year 3:

- 7 points will be awarded when pupils achieve 12 objectives at *Advancing* or 24 or more at *Basic*
- 8 points will be awarded when pupils achieve 24 objectives at *Advancing* or 36 or more at *Basic*
- 9 points will be awarded when pupils achieve 36 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards Year 4 objectives at a basic level).

Year 4:

- 10 points will be awarded when pupils achieve 47 objectives at *Advancing* or 36 at *Advancing* and 58 or more at *Basic*
- 11 points will be awarded when pupils achieve 58 objectives at *Advancing* or 47 at *Advancing* and 68 or more at *Basic*
- 12 points will be awarded when pupils achieve 68 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards Year 4 objectives at a basic level).

At this point, Mile Stone 2 will be achieved.

Mile Stone 3

To achieve Mile Stone 3, pupils are required to achieve 63 objectives. Out of these 63 objectives, 30 relate to Year 5 National Curriculum expectations and 33 relate to Year 6 National Curriculum Expectations. Point scores will therefore be awarded for the following:

Year 5:

- 13 points will be awarded when pupils achieve 10 objectives at *Advancing* or 20 or more at *Basic*
- 14 points will be awarded when pupils achieve 20 objectives at *Advancing* or 30 or more at *Basic*
- 15 points will be awarded when pupils achieve 30 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards Year 6 objectives at a basic level).

Year 6:

- 16 points will be awarded when pupils achieve 41 objectives at *Advancing* or 30 at *Advancing* and 52 or more at *Basic*
- 17 points will be awarded when pupils achieve 52 objectives at *Advancing* or 41 at *Advancing* and 63 or more at *Basic*
- 18 points will be awarded when pupils achieve 63 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards the **Challenge** objectives which equate to Year 7 National Curriculum expectations and beyond).

At this point, Mile Stone 3 will be achieved.

Expected Progress: Reporting to Parents.

Year 1		Year 2	
Expected Progress		Expected Progress	
Autumn	1 Point Score	Autumn	4 Point Score
Spring	2 Points Score	Spring	5 Points Score
Summer	3 Points Score	Summer	6 Points Score

<ul style="list-style-type: none"> Pupils who are below the above expectations at each assessment point will be classed as <i>Year 1 Emerging/Year 2 Emerging</i> Pupils who are above the above expectations will be classed as <i>Year 1 Exceeding/Year 2 Exceeding</i> (E.g. Achieving 2 points in Autumn in Year 1 or 5 points in Autumn in Year 2 etc.) Any pupils who are significantly above the expectations will be classed as <i>Year 1 Mastery/Year 2 Mastery</i> (Achieving at least 2 points above expected at any assessment point in the year). 			
Year 3		Year 4	
Expected Progress		Expected Progress	
Autumn	7 Points Score	Autumn	10 Points Score
Spring	8 Points Score	Spring	11 Points Score
Summer	9 Points Score	Summer	12 Points Score
<ul style="list-style-type: none"> Pupils who are below the above expectations at each assessment point will be classed as <i>Year 3 Emerging/Year 4 Emerging</i> Pupils who are above the above expectations will be classed as <i>Year 3 Exceeding/Year 4 Exceeding</i> (E.g. Achieving 8 points in Autumn in Year 3 or 11 points in Autumn in Year 4 etc.) Any pupils who are significantly above the expectations will be classed as <i>Year 3 Mastery/Year 4 Mastery</i> (Achieving at least 2 points above expected at any assessment point in the year). 			
Year 5		Year 6	
Expected Progress		Expected Progress	
Autumn	13 Points Score	Autumn	16 Points Score
Spring	14 Points Score	Spring	17 Points Score
Summer	15 Points Score	Summer	18 Points Score
<ul style="list-style-type: none"> Pupils who are below the above expectations at each assessment point will be classed as <i>Year 5 Emerging/Year 6 Emerging</i> Pupils who are above the above expectations will be classed as <i>Year 5 Exceeding/Year 6 Exceeding</i> (E.g. Achieving 14 points in Autumn in Year 5 or 17 points in Autumn in Year 6 etc.) Any pupils who are significantly above the expectations will be classed as <i>Year 5 Mastery/Year 6 Mastery</i> (Achieving at least 2 points above expected at any assessment point in the year). 			

Deep Learning

When a pupil has achieved a milestone at both **Basic** and **Advanced** levels, differentiation should then allow for the pupil to work towards this skill at a **Deep** level of learning. This will then indicate that the pupil is ready to begin working towards the next **Mile Stone** (in this area of Mathematics). Therefore, it may be the case that one pupil has two different **Mile Stone** skills ladders to track their progress in the subject.

Pupils' progress towards meeting the learning outcomes will be collected at five points in the year, these points being at the end of each half term/term with the exception of Summer 1 (due to the usual short half term and the end of Key Stage tests being taken at the start of Summer 2). Pupils' achievements will be marked on the relevant **Mile Stone** objective sheet (with each pupil having their own individual sheet to track progress against objectives). It is expected that these sheets are working documents which are added to as and when teachers identify that a pupil has met an objective. Only when teachers are sure that a pupil has met the objective can they be highlighted as met. At the end of each assessment point, information will be taken from the objective sheets and added to the *Assessment Tracker* (see below).

Assessment in Maths

In Mathematics, pupils work towards achieving the *Mile Stones* as set out in the Chris Quigley *Essentials* assessment and curriculum package. To ensure that individual pupil assessment data is tracked accurately in order for gaps to be quickly identified and targeted, point scores have been allocated to each *Mile Stone*.

Expected Point Scores:

Mile Stone 1= 6 points

Mile Stone 2 = 12 points

Mile Stone 3 = 18 points

Therefore expected (or average) progress is 1 point per term. However, it is recognised that all pupils do not progress at the same rate and it might be that some pupils learning is static at times (terms when point is not achieved) and accelerates at other points (terms when two points are achieved). However, if pupils fail to achieve one point progress over two terms, they will be identified and investigation into why progress has been limited made. Intervention will then be put into place and this will specifically target gaps in the pupil's personal assessment log.

Mile Stone 1

To achieve Mile Stone 1, pupils are required to achieve 66 objectives. Out of these 66 objectives, 22 relate to Year 1 National Curriculum expectations and 44 relate to Year 2 National Curriculum Expectations. Point scores will therefore be awarded for the following:

Year 1:

- 1 point will be awarded when pupils achieve 7 objectives at *Advancing* or 11 or more at *Basic*
- 2 points will be awarded when pupils achieve 14 objectives at *Advancing* or 22 or more at *Basic*
- 3 points will be awarded when pupils achieve 22 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards Year 2 objectives at a basic level).

Year 2:

- 4 points will be awarded when pupils achieve 36 objectives at *Advancing* or 22 at *Advancing* and 20 or more at *Basic*
- 5 points will be awarded when pupils achieve 50 objectives at *Advancing* or 36 at *Advancing* and 40 or more at *Basic*
- 6 points will be awarded when pupils achieve 66 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards Year 3 objectives at a basic level).

At this point, Mile Stone 1 will be achieved.

Mile Stone 2

To achieve Mile Stone 2, pupils are required to achieve 82 objectives. Out of these 82 objectives, 38 relate to Year 3 National Curriculum expectations and 44 relate to Year 4 National Curriculum Expectations. Point scores will therefore be awarded for the following:

Year 3:

- 7 points will be awarded when pupils achieve 13 objectives at *Advancing* or 26 or more at *Basic*
- 8 points will be awarded when pupils achieve 26 objectives at *Advancing* or 38 or more at *Basic*
- 9 points will be awarded when pupils achieve 38 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards Year 4 objectives at a basic level).

Year 4:

- 10 points will be awarded when pupils achieve 53 objectives at *Advancing* or 68 at *Advancing* and 20 or more at *Basic*
- 11 points will be awarded when pupils achieve 68 objectives at *Advancing* or 82 at *Advancing* and 40 or more at *Basic*
- 12 points will be awarded when pupils achieve 82 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards Year 4 objectives at a basic level).

At this point, Mile Stone 2 will be achieved.

Mile Stone 3

To achieve Mile Stone 3, pupils are required to achieve 105 objectives. Out of these 105 objectives, 51 relate to Year 5 National Curriculum expectations and 54 relate to Year 6 National Curriculum Expectations. Point scores will therefore be awarded for the following:

Year 5:

- 13 points will be awarded when pupils achieve 17 objectives at *Advancing* or 34 or more at *Basic*
- 14 points will be awarded when pupils achieve 34 objectives at *Advancing* or 51 or more at *Basic*

- 15 points will be awarded when pupils achieve 51 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards Year 6 objectives at a basic level).

Year 6:

- 16 points will be awarded when pupils achieve 69 objectives at *Advancing* or 51 at *Advancing* and 87 or more at *Basic*
- 17 points will be awarded when pupils achieve 87 objectives at *Advancing* or 105 at *Advancing* and 54 or more at *Basic*
- 18 points will be awarded when pupils achieve 105 objectives at *Advancing* (at this point it is expected that some pupils will have started to work towards the **Challenge** objectives which equate to Year 7 National Curriculum expectations and beyond).

At this point, Mile Stone 3 will be achieved.

Expected Progress: Reporting to Parents.

Year 1		Year 2	
Expected Progress		Expected Progress	
Autumn	1 Point Score	Autumn	4 Point Score
Spring	2 Points Score	Spring	5 Points Score
Summer	3 Points Score	Summer	6 Points Score
<ul style="list-style-type: none"> • Pupils who are below the above expectations at each assessment point will be classed as <i>Year 1 Emerging/Year 2 Emerging</i> • Pupils who are above the above expectations will be classed as <i>Year 1 Exceeding/Year 2 Exceeding</i> (E.g. Achieving 2 points in Autumn in Year 1 or 5 points in Autumn in Year 2 etc.) • Any pupils who are significantly above the expectations will be classed as <i>Year 1 Mastery/Year 2 Mastery</i> (Achieving at least 2 points above expected at any assessment point in the year). 			
Year 3		Year 4	
Expected Progress		Expected Progress	
Autumn	7 Points Score	Autumn	10 Points Score
Spring	8 Points Score	Spring	11 Points Score
Summer	9 Points Score	Summer	12 Points Score
<ul style="list-style-type: none"> • Pupils who are below the above expectations at each assessment point will be classed as <i>Year 3 Emerging/Year 4 Emerging</i> • Pupils who are above the above expectations will be classed as <i>Year 3 Exceeding/Year 4 Exceeding</i> (E.g. Achieving 8 points in Autumn in Year 3 or 11 points in Autumn in Year 4 etc.) • Any pupils who are significantly above the expectations will be classed as <i>Year 3 Mastery/Year 4 Mastery</i> (Achieving at least 2 points above expected at any assessment point in the year). 			
Year 5		Year 6	
Expected Progress		Expected Progress	
Autumn	13 Points Score	Autumn	16 Points Score
Spring	14 Points Score	Spring	17 Points Score
Summer	15 Points Score	Summer	18 Points Score
<ul style="list-style-type: none"> • Pupils who are below the above expectations at each assessment point will be classed as <i>Year 5 Emerging/Year 6 Emerging</i> • Pupils who are above the above expectations will be classed as <i>Year 5 Exceeding/Year 6 Exceeding</i> (E.g. Achieving 14 points in Autumn in Year 5 or 17 points in Autumn in Year 6 etc.) • Any pupils who are significantly above the expectations will be classed as <i>Year 5 Mastery/Year 6 Mastery</i> (Achieving at least 2 points above expected at any assessment point in the year). 			

Deep Learning

When a pupil has achieved a milestone at both **Basic** and **Advanced** levels, differentiation should then allow for the pupil to work towards this skill at a **Deep** level of learning. This will then indicate that the pupil is ready to begin working towards the next **Mile Stone** (in this area of Mathematics). Therefore, it may be the case that one pupil has two different **Mile Stone** skills ladders to track their progress in the subject.

Pupils' progress towards meeting the learning outcomes will be collected at five points in the year, these points being at the end of each half term/term with the exception of Summer 1 (due to the usual short half term and the end of Key Stage tests being taken at the start of Summer 2). Pupils' achievements will be marked on the relevant **Mile Stone** objective sheet (with each pupil having their own individual sheet to track progress against objectives). It is expected that these sheets are working documents which are added to as and when teachers identify that a pupil has met an objective. Only when teachers are sure that a pupil has met the objective can they be highlighted as met. At the end of each assessment point, information will be taken from the objective sheets and added to the *Assessment Tracker* (see below).

Half termly reports to parents

At the end of each half term, parents will receive the below report to support them in tracking the progress of their child:

Mile Stone 1

Name of Pupil.....

Date of Birth.....

Year 1 Tracking	Number of objectives met at Basic level	Number of objectives met at Advancing level	Number of objectives met at Deeper level	Point Score for Assessment period	Level of Progress (Emerging/expected/exceeding/mastery)
Autumn 1					
Autumn 2					
Autumn Total					
Spring 1					
Spring 2					
Spring Total					
Summer					
Total (End of Year)				End of Year Point Score	

Year 2 Tracking	Number of objectives met at Basic level	Number of objectives met at Advancing level	Number of objectives met at Deeper level	Point Score for Assessment period	Level of Progress (Emerging/expected/exceeding/mastery)
Autumn 1					
Autumn 2					
Autumn Total					
Spring 1					
Spring 2					
Spring Total					
Summer					
Total (End of Year)				End of Year Point Score	

Mile Stone 2

Name of Pupil.....

Date of Birth.....

Year 3 Tracking	Number of objectives met at Basic level	Number of objectives met at Advancing level	Number of objectives met at Deeper level	Point Score for Assessment period	Level of Progress (Emerging/expected/exceeding/mastery)
Autumn 1					
Autumn 2					
Autumn Total					
Spring 1					
Spring 2					
Spring Total					
Summer					
Total (End of Year)				End of Year Point Score	

Year 4 Tracking	Number of objectives met at Basic level	Number of objectives met at Advancing level	Number of objectives met at Deeper level	Point Score for Assessment period	Level of Progress (Emerging/expected/exceeding/mastery)
Autumn 1					
Autumn 2					
Autumn Total					
Spring 1					
Spring 2					
Spring Total					
Summer					
Total (End of Year)				End of Year Point Score	

Mile Stone 3

Name of Pupil.....

Date of Birth.....

Year 5 Tracking	Number of objectives met at Basic level	Number of objectives met at Advancing level	Number of objectives met at Deeper level	Point Score for Assessment period	Level of Progress (Emerging/expected/exceeding/mastery)
Autumn 1					
Autumn 2					
Autumn Total					

Spring 1					
Spring 2					
Spring Total					
Summer					
Total (End of Year)				End of Year Point Score	

Year 6 Tracking	Number of objectives met at Basic level	Number of objectives met at Advancing level	Number of objectives met at Deeper level	Point Score for Assessment period	Level of Progress (Emerging/expected/exceeding/mastery)
Autumn 1					
Autumn 2					
Autumn Total					
Spring 1					
Spring 2					
Spring Total					
Summer					
Total (End of Year)				End of Year Point Score	