



Assessment and Target Setting Policy and Practice

March 2018

Assessment at Shakespeare Primary School

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress. Assessment is inclusive of all abilities. We celebrate all achievements across a broad and balanced curriculum.

Assessment at Shakespeare:

- Enables our children to demonstrate what they know, understand and can do in their work;
- Helps our children understand what they need to do next to improve their work;
- Allows teachers to plan work that accurately reflects the needs of each child and tailor their planning and teaching accordingly;
- To provide regular information for parents that enables them to support their child's learning;
- Equips our teachers and other staff to have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils.
- Provides school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is about measurement of performance at a given point in time and a way of gaining information to promote future learning. We acknowledge that there are two distinct types of assessment used by our school. These include:

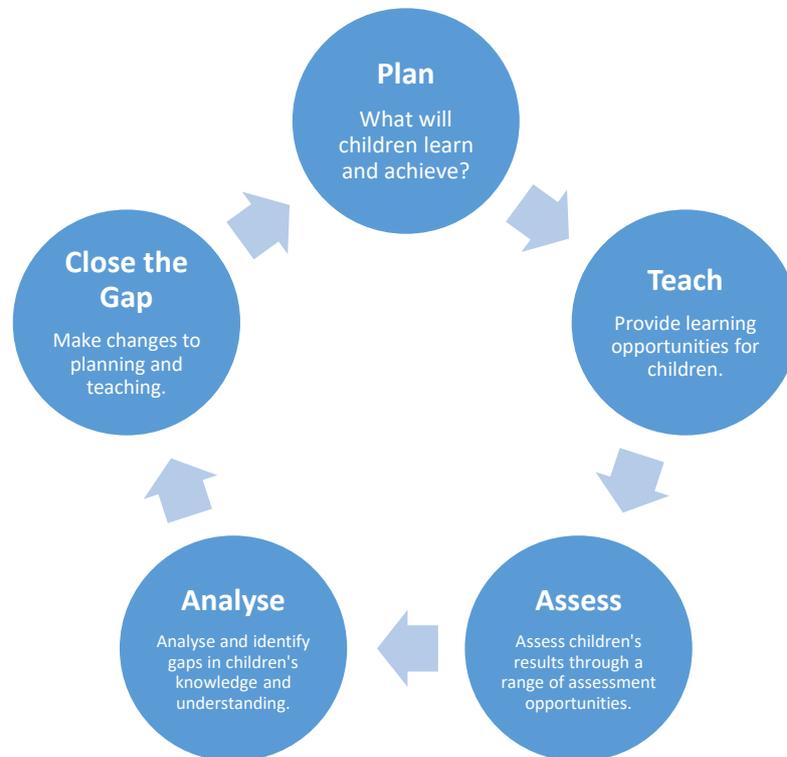
- **Assessment for learning (formative)** helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses
- **Assessment of learning (summative)** is more associated with judgements based on grades and ranks and with public accountability.

Target Setting

All year groups in school have end of year targets set in September. We use previous data both nationally and in school to form the basis of these targets. Statutory assessments, knowledge about the children's progress and performance and Fischer Family Trust data are all analysed to set aspiring targets.

The Assessment Cycle

The Assessment Cycle is an important tool used by all teaching staff to identify the requirements of the needs of all pupils and how to plan for all; some and a few pupils.



Use of Assessment

- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes;
- Teachers use data to plan the learning for every pupil to ensure they meet or exceed expectations;
- Teachers use daily, weekly and termly assessment information to teach any recognised gaps plan the appropriate support for identified children
- Teachers and phase leaders analyse the data across the school to ensure that vulnerable groups of pupils are making progress and that all pupils are challenged;
- ASP data, FFT and analyses from Perspective Lite are used to help analyse the attainment and progress of the pupils and findings reported to staff, parents and governors.

Assessment for Learning

Assessment for learning should be built into teaching through a variety of opportunities (eg Think, pair, share, Show me, success criteria, thumbs up etc). These opportunities give teachers knowledge about what the next steps in the children's learning should be. Information taken for AfL opportunities should then be planned into subsequent lessons, fed back to children and addressed in Mastery classes and intervention.

Marking and feedback, both written and oral are important aspects of assessment and should take place regularly in accordance with the marking and feedback policy.

Time to respond to marking and feedback should be built in to every lesson. COW (Check Your Work) in KS1 and RAMP (Respond And Make Progress) in KS2 are integral parts of the assessment process. This time allows children to respond to individual feedback given by the teacher.

Mastery Classes are taught in the afternoon. Support staff work with children who have been identified by the teacher as having a misunderstanding or misconception around the objectives taught in either English or Maths. Learning in Mastery classes is recorded on a Team Reflection Plan and children's work recorded in their books. Work completed in Mastery classes should be marked in accordance with the Marking and Feedback Policy.

Assessment of Learning Years 1-6 (See Appendix A)

Half Term Assessments

Every half term, teachers are expected to make a teacher assessment judgement for children in Reading, Writing and Maths. Teacher assessment data is then emailed to the Deputy Head Teacher using standard format and codes. This data is then analysed, findings shared and acted upon through interventions.

Forming a judgement

When forming a judgement about a child, start at where the child should be. If children are working within this year's curriculum then a judgement of B/D/S in that year group should be applied. If the child is not working in the appropriate year group, backtrack through the judgements (B,B+,D,D+) until you arrive at an appropriate judgement for that child. If a child is attaining all of the objectives taught so far then they are B/D/S in the appropriate year group depending on the assessment point.

The following evidence should be used when making a judgement.

Reading:

- Evidence in books
- Team reflection plans, fluency tests, reading records and running records form part of the evidence for making a teacher assessment in reading.
- PIRA (Progress in Reading Assessment) are completed every term. These tests give standardised results and age related scores that enable teachers to provide information to support teacher assessment in Reading.
- Teachers use Reading Content Domains on a daily basis to assess children's reading comprehension.
- Exemplifications are used to support teacher assessments.

Writing:

- Evidence in books
- In writing, there will not be a single stand-alone piece of assessed writing but evidence will be collected over time from a range of books and genres.
- Spelling analysis should regularly take place for all children. The analysis grid can be found in the Raintree resources.
- Exemplifications are used to support teacher assessments.

Maths:

- Evidence in books
- Every half term pupils complete a short test based on the objectives they have been taught from the Maths Hub Curriculum. This contributes to a teacher assessment judgement alongside evidence produced in class.
- Every term pupils complete a Maths Hub test. This contributes to a teacher assessment judgement alongside evidence produced in class. Maths Hub tests are then analysed for gaps and future learning planned for from this.
- NCETM Activities and questions to support Assessment are also used alongside Testbase questions to support teacher judgements on the degree to which pupils have acquired mastery of the mathematics curriculum.
- Exemplifications are used to support teacher assessments.

As well as the above, teachers also use Shakespeare's Year Group Assessment framework to support their judgements.

The CPD session in the last week of every half term is used to moderate judgements within year groups, key phases and on occasions, external partners (other schools, advisors). Evidence of children's work is brought to these meetings.

At the end of the school year, moderation meetings are set up between teachers and phase/subject leaders and staff are expected to bring evidence to support their judgements.

Recording

Data obtained through formative and summative assessments are recorded on half termly progress sheets. The achievements of each pupil is assessed against all relevant criteria throughout the year and recorded onto an electronic tracking system (OTrack) at the end of every half term using either, **Beginning/beginning +, Developing/developing +, Secure/secure +** in the year group they are working in.

Teachers use Year Group Assessment Frameworks to identify where children are working within the year group. The frameworks have clear criteria set out for teachers to assess against. Evidence must be provided for all criteria for teachers to make a judgement.

Beginning/Beginning+ – The child is starting to work within the year group and has a good understanding of the objectives taught.

Developing/Developing+ - The child has met all the criteria for a Developing judgement as set out in the Framework.

Secure – The child has met all the criteria for a secure judgement in the Year Group and there is a wide variety of evidence for working at this standard.

Secure + - The child has met all the criteria for a secure judgement and is working at a greater depth within the year group.

Assessment of Learning EYFS

Baseline Assessment

On entry to Nursery or Reception, teachers must make assessments against the Leuven Scales of Wellbeing and Involvement. Children scoring 'high' on both scales should then have their baseline assessment first, as these children are the most likely to begin to acquire knowledge quickly when exposed to teaching, therefore an earlier baseline would be the most accurate. Teachers must then make a baseline assessment against all EYFS Areas of Learning, awarding the child a developmental band for each area. Where children are not settled into school properly, wait to carry out the assessment until the child is secure.

Forming a judgement

When forming a judgement about a child, teachers should make use of a wide range of information including what they have observed (Tapestry and anecdotal), samples of children's work, what parents can tell us about their child and information from other professionals. Using the statements within EYFS Development Matters, teachers should adopt the 'best fit' method to award a developmental band for each child in every strand. Teachers should bear in mind that the Development Matters statements describe what a child could be doing at that stage but are not a statutory requirement and as such should not be used a checklist. Once the correct age band has been allocated, the teacher must determine whether the child is beginning, developing or secure in this age band (see below).

Half Term Assessments

Following the baseline assessment, each half term teachers are expected to make follow up assessments against all EYFS Areas of Learning. The process of the assessment should be the same as the baseline assessment. Again, teachers must ensure they are using a range of evidence to award secure judgements.

Recording

Data obtained through formative assessments should be recorded on a daily basis using the online profile system 'Tapestry'. Teacher should make an

assessment of the observed work against Development Matters, as well as the Leuven Scales and Characteristics of Effective Learning.

When baseline assessments and half term assessments are complete, they are recorded onto an electronic tracking system (OTrack) at the end of every half term using either, **Beginning, Developing, Secure** in the developmental band they are working in.

Beginning – the child is secure in the previous developmental band and showing elements of the current band

Developing – the child is showing many elements of the current band

Secure – the child is secure or as a best fit almost secure with all elements of the current band

Monitoring

Children's progress is monitored through informal and formal assessments by the class teacher and this informs weekly target setting and medium term planning for Reading, Writing and Maths.

Every term, teachers attend a pupil progress meeting with their phase leader. The data from teacher assessments are used to form the agenda.

In week four of each half term, interventions and team reflection plans are reviewed with teachers and phase leaders to monitor impact and make any necessary changes based on ongoing assessment.

The Maths and English Subject Leaders gather and analyse school wide data and test results for their subject areas each term and provide the Head Teacher, teachers and phase leaders with an overview. The results of tests and teacher assessments are cross referenced and moderated.

Statutory Assessment Procedures

We use the following Statutory Assessment procedures to measure outcomes against all schools nationally. These are reported as:

Progress Check at Age Two – An assessment of the child’s development against the Prime Areas of Learning and Development, to be shared with parents.

At the end of EYFS - % of pupils achieving a “Good Level of Development”

Phonics Screening Test at the end of Year 1 - % of pupils achieving the required screening check

Phonics Screening Test at the end of Year 2 for pupils who did not pass Year 1 - % of pupils achieving the required screening check

End of KS1 - % of pupils achieving the Expected Standard for Year 2 in Reading, Writing, Maths and teacher assessment in Spoken Language, SPaG and Science.

End of KS2 - % of pupils achieving the Expected Standard in Year 6 in Reading, Writing, SPaG, Maths and Science.

Reporting to Parents

We involve our parents in a variety of ways to ensure that they understand the expectations set out in each year group and where their children are working at.

- All parents/carers are invited to school for an informal induction meeting before their child enters Reception.
- All parents/carers of children in Early Years will be invited to a Key Person morning each half term to discuss their child’s achievements and inform teacher assessments.
- All parents/carers are invited to an open evening in the Autumn and Spring terms to discuss how their child has settled in and to discuss targets for the coming year.
- All parents/carers of SEND pupils attend an annual review to discuss progress and targets.
- All parents/carers receive a written report at the end of the school year and an invitation to discuss this with the child’s class teacher if applicable.

This policy will be reviewed annually.

November 2017

Appendix A

EYFS Assessments	
Autumn 1	Leuven Scales assessment within two weeks. Letters and Sounds Phase 1 Assessment (Reception only) Two Year Check (any children turning two this half term)
Autumn 2	Letters and Sounds Phase 2 Assessment (Reception only) Two Year Check (any children turning two this half term)
Spring 1	Two Year Check (any children turning two this half term)
Spring 2	Letters and Sounds Phase 3 Assessment (Reception only) Two Year Check (any children turning two this half term)
Summer	Letters and Sounds Phase 4 Assessment (Reception only) Two Year Check (any children turning two this half term) Phonics dictated sentence (Reception only). EYFS Profile (Reception only)

Year 1 Assessments	
Autumn 1	Reading Running Record taken from book Phase 3 Phonic Assessment 10 Maths questions taken from the objectives taught so far
Autumn 2	Reading Running Record taken from book Common exception word dictation Phonic Assessment Point A taken from LTP Maths Hub Test
Spring 1	Reading Running Record taken from book Year 1 Phonic Pre-assessment 10 Arithmetic and 10 RAP questions taken from objectives taught so far
Spring 2	Reading Running Record taken from book 5 basic retrieval questions based on the Running Record Maths Hub Test
Summer	Year 1 Phonics Assessment Phonics Phase 5 dictated sentences Maths Hub Test Year 1 PIRA test

Year 2 Assessments

Autumn 1	Fluency Test Phonic dictated sentences 10 Reading questions taken from old SATs paper 10 Arithmetic and 10 RAP questions taken from objectives taught so far
Autumn 2	Phonic dictated sentences Past Reading SATs Paper Maths Hub Test Past Maths SATs Paper
Spring 1	Phonic dictated sentences Past Reading SATs Paper Maths Hub Test Past Maths SATs Paper
Spring 2	Phonic dictated sentences Past Reading SATs Paper Maths Hub Test Past Maths SATs Paper
Summer	Year 2 SATs Papers

Year 3/4 Assessments

Autumn 1	Fluency Test Year 1 Phonic Test for children who didn't pass in Year 2 Spelling Test based on the statutory words learnt so far 10 Arithmetic and 10 RAP questions taken from objectives taught so far
Autumn 2	Fluency Test Year 1 Phonic Test for children who didn't pass in Year 2 Spelling Test based on the statutory words learnt so far PIRA Test Maths Hub Test Spelling analysis on a focussed group of children who are not on track for NS
Spring 1	Fluency Test Year 1 Phonic Test for children who didn't pass in Year 2 Spelling Test based on the statutory words learnt so far 10 Arithmetic and 10 RAP questions taken from objectives taught so far
Spring 2	Fluency Test Year 1 Phonic Test for children who didn't pass in Year 2 Spelling Test based on the statutory words learnt so far PIRA Test Maths Hub Test Spelling analysis on a focussed group of children who are not on track for NS
Summer	Fluency Test Year 1 Phonic Test for children who didn't pass in Year 2 Spelling Test based on the statutory words learnt so far PIRA Test Maths Hub Test Spelling analysis on a focussed group of children who are not on track for NS

Year 5 Assessments

Autumn 1	Fluency Test Year 1 Phonic Test for children who didn't pass in Year 2 Spelling Test based on the statutory words learnt so far 10 Arithmetic and 10 RAP questions taken from objectives taught so far
Autumn 2	Spelling Test based on the statutory words learnt so far PIRA Test Maths Hub Test Spelling analysis on a focussed group of children who are not on track for NS 2 questions from each grammar objective taught so far
Spring 1	Fluency Test Spelling Test based on the statutory words learnt so far 10 Arithmetic and 10 RAP questions taken from objectives taught so far
Spring 2	Spelling Test based on the statutory words learnt so far PIRA Test Maths Hub Test Spelling analysis on a focussed group of children who are not on track for NS 2 questions from each grammar objective taught so far
Summer	Fluency Test Year 1 Phonic Test for children who didn't pass in Year 2 Spelling Test based on the statutory words learnt so far PIRA Test Maths Hub Test Grammar test based on all the objectives taught so far.

Year 6 Assessments

Autumn 1	Fluency Test for SEN and low ability readers Spelling Test based on the statutory words learnt so far 10 Arithmetic and 10 RAP questions taken from objectives taught so far
Autumn 2	Fluency Test Spelling Test based on the statutory words learnt so far Previous KS2 SATs papers in Reading, Maths and SPaG Maths Hub Test Spelling analysis on a focussed group of children who are not on track for NS
Spring 1	Fluency Test Spelling Test based on the statutory words learnt so far Previous KS2 SATs papers in Reading, Maths and SPaG
Spring 2	Fluency Test Spelling Test based on the statutory words learnt so far Previous KS2 SATs papers in Reading, Maths and SPaG Maths Hub Test Spelling analysis on a focussed group of children who are not on track for NS
Summer	KS2 SATs in Reading, Maths and SPaG

Summative Assessment Calendar

Assess- Analyse - Address

Year 3/4 Reading					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Assess	<p>Fluency Test (WCPM) Year 1 Phonic Test for children who didn't pass in Year 2</p>	<p>Fluency Test (WCPM) Year 1 Phonic Test for children who didn't pass in Year 2 Spelling Test for statutory words learnt this half term PIRA Test</p>	<p>Fluency Test (WCPM) Year 1 Phonic Test for children who didn't pass in Year 2 Spelling Test for statutory words learnt this half term</p>	<p>Fluency Test (WCPM) Year 1 Phonic Test for children who didn't pass in Year 2 Spelling Test for statutory words learnt this half term PIRA Test</p>	<p>Fluency Test (WCPM) Year 1 Phonic Test for children who didn't pass in Year 2 Spelling Test for statutory words learnt this half term PIRA Test</p>
Analyse	<p>Fluency Tests: Convert words correct per minute to give a reading age. Do reading ages correspond with teacher assessments? Year 1 Phonic Test: Give a score. Which phonemes are incorrect? PIRA: Input results, Convert results to a scaled score, Identify 3-5 poorest answered questions and use content domain description from the mark scheme to identify which domains require further teaching within DERIC lessons, Identify any misconceptions or precision errors for high attaining readers to be addressed in a guided group</p>				
Address	<p>Fluency Tests:</p> <ol style="list-style-type: none"> Send reading ages to phase leader highlighting any discrepancies with teacher assessment so this can be targeted through intervention Plan a guided group with identified children each week (Fluency Thursday) to further support their fluency through: <ul style="list-style-type: none"> -flashcards of tricky words or common errors -rereading sections and suggesting improvements through EARS (Expression, Accuracy, Rate and Smoothness) -fluency rubrics For children with a reading age more than two years below their actual age use BSquared to target set <p>Year 1 Phonic Test: if score less than 32 plan guided group/intervention to support.</p> <p>PIRA</p> <ol style="list-style-type: none"> Send scaled scores to phase leader highlighting any discrepancies with teacher assessment or targets so this can be addressed through intervention and discussions can be had around how to address this within class Go through the 3-5 identified questions as a class for children to edit or discuss model/ a range of answers Use question stems from the questions identified in upcoming DERIC questions and work with children identified as scoring the lowest for these questions. Plan a guided group for your high attainers to edit or discuss model/ a range of answers for the questions identified through analysis 				

Year 3/4 Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Assess	<p>10 Arithmetic and 10 RAP questions taken from objectives taught so far</p> <p>Year 3 Maths Mighty multiples assessment 4s (Week 5)</p> <p>Year 4 Maths Mighty multiples assessment 6s (Week 5)</p>	<p>Maths Hub Test</p> <p>Year 3 Maths Mighty multiples assessment 4s (Week 5)</p> <p>Year 4 Maths Mighty multiples assessment 6s (Week 5)</p>	<p>10 Arithmetic and 10 RAP questions taken from objectives taught so far</p> <p>Year 3 Maths Mighty multiples assessment 4s (Week 5)</p> <p>Year 4 Maths Mighty multiples assessment 6s (Week 5)</p>	<p>Maths Hub Test</p> <p>Year 3 Maths Mighty multiples assessment 4s (Week 5)</p> <p>Year 4 Maths Mighty multiples assessment 6s (Week 5)</p>	<p>Maths Hub Test</p> <p>Year 3 Maths Mighty multiples assessment 4s (Week 5)</p> <p>Year 4 Maths Mighty multiples assessment 6s (Week 5)</p>
Analyse	<p>Times Tables Test: Identify children completing less than 45 correct answers in the 3 minutes</p> <p>Arithmetic RAP test/Hub Test: Convert results to a scaled score (previous SATs only) RAG arithmetic tests to identify 3-5 poorest answered questions in the arithmetic paper For low attainers identify areas for improvement beyond the identified 3-5 questions to be addressed through mastery classes guided by class teachers Identify poorly answered question types, strands or sub strands in the reasoning papers (eg- explain, interpret diagrams, multiple operations, multiple step problems etc)</p>				
Address	<p>Times Tables Test:</p> <ol style="list-style-type: none"> Send a list of identified children to phase leaders so this can be targeted through intervention Plan a guided group of mighty multiples with identified children each week during the arithmetic starters using TTRS analysis For children significantly behind (0-20) use BSquared to target set <p>Maths Hub Tests/Arithmetic and RAP tests:</p> <ol style="list-style-type: none"> Send scaled scores to phase leader highlighting any discrepancies with teacher assessment or targets so this can be addressed through intervention and discussions can be had around how to address this within class Model the 3-5 identified questions as a class then give similar questions for chn to complete independently Address any additional errors and misconceptions in arithmetic starters Explicitly teach the skills for identified question types either whole class, mastery class or in guided groups Plan to revisit and reteach the skills for identified strands or sub-strands either as a whole class, mastery class or in guided groups 				

Year 3/4 Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Assess	<p>Raintree error analysis for identified poor spellers</p> <p>Spelling Test for statutory words learnt this half term</p>	<p>Raintree error analysis for identified poor spellers</p> <p>SPAG Paper</p> <p>Spelling Test for statutory words learnt this half term</p>	<p>Raintree error analysis for identified poor spellers</p> <p>Spelling Test for statutory words learnt this half term</p>	<p>Raintree error analysis for identified poor spellers</p> <p>SPAG Paper</p> <p>Spelling Test for statutory words learnt this half term</p>	<p>Raintree error analysis for identified poor spellers</p> <p>SPAG Paper</p> <p>Spelling Test for statutory words learnt this half term</p>
Analyse	<p>Error Analysis: What area needs focus? Common exception words, GPC, Homophones, Prefixes and suffixes, Word endings</p> <p>Spelling Test: Which words are incorrect? Identify words which are incorrectly spelt.</p> <p>SPAG Paper Which content domains are weakest? Grammatical terms /word classes, Functions of sentences, Combining words, phrases and clauses, Verb forms, tenses and consistency, Punctuation, Vocabulary, Standard English and formality. Identify 3-5 questions to reteach</p>				
Address	<p>Error Analysis: With phase leaders, plan spelling interventions</p> <p>Plan differentiated spelling list/teaching sequence informed from analysis</p> <p>Spellings: Identify which spellings are incorrect. Give individual spelling list to children. Plan guided group/intervention to support</p> <p>SPAG Paper Model the 3-5 identified questions as a class then give similar questions for chn to complete independently</p> <p>Plan to revisit and reteach the skills for identified content domains either as a whole class, mastery class or in guided groups</p>				

Year 6 Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Assess	Fluency Test (WCPM)	Fluency Test for children with SEN and low ability Previous SATs Paper	Fluency Test for children with SEN and low ability Previous SATs Paper	Fluency Test for children with SEN and low ability Previous SATs Paper	KS2 SATs
Analyse	<p>Fluency Tests: Convert words correct per minute to give a reading age. Do reading ages correspond with teacher assessments?</p> <p>Previous SATs Paper: Convert results to a scaled score Identify 3-5 poorest answered questions and use content domain description from the mark scheme to identify which domains require further teaching within DERIC lessons Identify any misconceptions or precision errors for high attaining readers to be addressed in a guided group</p>				
Address	<p>Fluency Tests:</p> <ol style="list-style-type: none"> 1. Send reading ages to phase leader highlighting any discrepancies with teacher assessment so this can be targeted through intervention 2. Plan a guided group with identified children each week (Fluency Thursday) to further support their fluency through: <ul style="list-style-type: none"> -flashcards of tricky words or common errors -rereading sections and suggesting improvements through EARS (Expression, Accuracy, Rate and Smoothness) -fluency rubrics 3. For children with a reading age more than two years below their actual age use BSquared to target set <p>Previous SATs Paper:</p> <ol style="list-style-type: none"> 5. Send scaled scores to phase leader highlighting any discrepancies with teacher assessment or targets so this can be addressed through intervention and discussions can be had around how to address this within class 6. Go through the 3-5 identified questions as a class for children to edit or discuss model/ a range of answers 7. Use question stems from the questions identified in upcoming DERIC questions and work with children identified as scoring the lowest for these questions. 8. Plan a guided group for your high attainers to edit or discuss model/ a range of answers for the questions identified through analysis 				

Year 6 Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Assess	Times Tables Test (week 4) Previous SATs Paper	Times Tables Test (week 4) Previous SATs Paper Hub Test	Times Tables Test (week 4) Previous SATs Paper	Times Tables Test (week 4) Previous SATs Paper Hub Test	KS2 SATs
Analyse	<p>Times Tables Test: Identify children completing less than 45 correct answers in the 3 minutes</p> <p>Previous SATs Paper/Hub Test: Convert results to a scaled score (previous SATs only) RAG arithmetic tests to identify 3-5 poorest answered questions in the arithmetic paper For low attainers identify areas for improvement beyond the identified 3-5 questions to be addressed through mastery classes guided by class teachers Identify poorly answered question types, strands or sub strands in the reasoning papers (eg- explain, interpret diagrams, multiple operations, multiple step problems etc)</p>				
Address	<p>Times Tables Test:</p> <ol style="list-style-type: none"> 3. Send a list of identified children to phase leaders so this can be targeted through intervention 4. Plan a guided group of mighty multiples with identified children each week during the arithmetic starters using TTRS analysis 3. For children significantly behind (0-20) use BSquared to target set <p>Previous SATs Paper:</p> <ol style="list-style-type: none"> 6. Send scaled scores to phase leader highlighting any discrepancies with teacher assessment or targets so this can be addressed through intervention and discussions can be had around how to address this within class 7. Model the 3-5 identified questions as a class then give similar questions for chn to complete independently 8. Address any additional errors and misconceptions in arithmetic starters 9. Explicitly teach the skills for identified question ypes either whole class, mastery class or in guided groups 10. Plan to revisit and reteach the skills for identified strands or sub-strands either as a whole class, mastery class or in guided groups 				

Year 6 Writing (In addition to independent writing assessment)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Assess	Raintree error analysis for identified poor spellers	Raintree error analysis for identified poor spellers Previous SATs SPAG Paper	Raintree error analysis for identified poor spellers Previous SATs SPAG Paper	Raintree error analysis for identified poor spellers Previous SATs SPAG Paper	KS2 SATs
Analyse	<p>Error Analysis: What area needs focus? Common exception words, GPC, Homophones, Prefixes and suffixes, Word endings Previous SATs SPAG Paper</p> <p>Which content domains are weakest? Grammatical terms /word classes, Functions of sentences, Combining words, phrases and clauses, Verb forms, tenses and consistency, Punctuation, Vocabulary, Standard English and formality. Identify 3-5 questions to reteach</p>				
Address	<p>Error Analysis: With phase leaders, plan spelling interventions Plan differentiated spelling list/teaching sequence informed from analysis Previous SATs SPAG Paper</p> <p>Model the 3-5 identified questions as a class then give similar questions for chn to complete independently Plan to revisit and reteach the skills for identified content domains either as a whole class, mastery class or in guided groups</p>				

Assess, Analyse, Address Checklist

Assess	Analysis	Address	Done
Reading			
PIRA test (Autumn 2, Spring 2, Summer 2)	Mark test and input answers using MARK. This will identify gaps in children's understanding referring to the content domains.	Use content domain description from MARK analysis to identify which domains require further teaching within DERIC lessons.	
Fluency tests (Autumn 1, Spring 1, Summer 2)	Convert into Words per minute. Do these match with Reading ages? Which words did children get wrong?	Flash cards taken from fluency analysis form the basis of HFW intervention. Identify children for Inference intervention Identify children to read on a daily basis	
Grammar			
Grammar Test (Autumn 2, Spring 2, Summer 2)	Mark test RAG questions to identify gaps in children's understanding	Additional teaching input for the next term.	
Spelling			
Spelling Test – statutory words learnt this half term (every half term)	Mark test Identify which spelling need to be re-taught	Ensure that the words not secure are put back into teaching through spellings next term. Identify children for intervention if appropriate.	
Raintree error analysis for identified poor spellers (Autumn 2, Spring 2)	Identify which area needs to focus on	Identify children for intervention based on identified need.	
Maths			
10 Arithmetic Questions (Autumn 1, Spring 1)	RAG questions to identify gaps in children's understanding	Plan in arithmetic starters around gaps in learning Identify children for intervention around a specific Maths skill.	
10 RAP Questions (Autumn 1, Spring 1)	RAG questions to identify gaps in children's understanding	Plan in RAP questions based on the ones that were incorrectly answered. RAP questions to be put into plenaries	
Maths Hub Test – Arithmetic (Autumn 2, Spring 2, Summer 2)	RAG questions to identify gaps in children's understanding using the HUB spreadsheet	Plan in arithmetic starters around gaps in learning Identify children for intervention around a specific Maths skill.	
Maths Hub Test – RAP (Autumn 2, Spring 2, Summer 2)	RAG questions to identify gaps in children's understanding using the HUB spreadsheet	Plan in RAP questions based on the ones that were incorrectly answered. RAP questions to be put into plenaries	
Mighty Multiples Assessment (every half term)	60 Q in 3 mins taken from Maths Aid	Plan in arithmetic starters Identify children for intervention	