

Start of year

Look at class progress matrices - make yourself aware of children not on track (attainment and progress) - identify any groups in your class: who are your PP children? are your EAL children struggling? are there focus children?
End of year data as baselines.

End of year

As with Autumn 2 and Spring 2, complete TA judgments and NFER/apt. assessments. At this point NFER/apt. assessments will make a judgment whether children are on track (i.e. EXS) or working at a high score.

Question level analysis should be completed for reflection on the year and for handover.

Final update of progress matrices to be used alongside TA and test data for reflection and handover.

Autumn 1

During the term use formative assessment and tracking methods - at Autumn 1, use this knowledge to identify (1) who's on track (i.e. EXS)?

- (2) who's not on track? why?
- (3) who's working at GDS?

Update and annotate progress matrices for reflection re: what's gone well/even better if to inform Autumn 2 practice.

Autumn 2

Again use formative assessment and tracking methods during the term to inform TA judgments. For triangulation, children will also sit standardised tests in Reading, Maths and GPS in Y2 - 6. These scores are also uploaded to Arbor.

Update and annotate progress matrices to be used alongside TA and test data for reflection to inform Spring term.

Question level analysis *can* be completed if you are unsure of gaps in your class.

Spring 1 and Spring 2

exactly as Autumn 1 and Autumn 2
With NFER/appropriate assessments you will also be able to start to look at in-year progress.

1. Methods of assessment

Ongoing, formative assessment

- Weekly quizzes (no more than 10 questions and remember to return to previous topics to check retention,
- Feedback and response to feedback,
- Questioning,
- Outcomes in written work.

Summative assessment

- Teacher assessment using Southwark Star to guide,
- NFER tests (with Question level analysis at end of year),
- Big Write tick sheets with criteria.

2. Key terminology

Arbor – data management system

NFER – summative, standardised tests

Progress matrices – comparing attainment now with attainment at last statutory assessment point (EYFS or KS1)

Prior attainment – child's attainment at last statutory assessment point (EYFS or KS1)

WTS – working towards expected standard,

EXS – working at the expected standard,

Emerging – EXS at Autumn term,

Developing - EXS at Spring term,

Secure – EXS at end of year,

GDS (Greater depth) – working at greater depth for that point in the year.

3. Key dates

Autumn assessment week- w/c 27th Nov,

Autumn data due – Wed 6th Dec,

Spring assessment week – w/c 18th March,

Spring data due – Wed 27th March,

Summer assessment week – w/c 24th June,

Summer data due – Wed 3rd July.