

# Banks Road Primary School



We Can Do It!



## Assessment Handbook

Provenance/ Author	Person (s) Responsible	Version	Reviewers	Effective Date	Recommended Review Date	Distribution
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## Section 1: Welcome & Introduction

### A Warm Welcome from the Headteacher

*“A very warm welcome to our wonderful school! My name is Jamie Wilson, and I am incredibly proud and privileged to be the Headteacher at Banks Road Primary School.”*

We are proud of our motto, **“We Can Do It!”**, which is underpinned by our five school values: **Respect, Friendship, Determination, Trust, and Positivity.**

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### Purpose of the Handbook

This Assessment Handbook has been created to provide:

- **A clear introduction to our whole-school approach to assessment**, grounded in our values and our belief that *every child gets the very best possible start*. It sets out why assessment matters, how it supports learning, and how it contributes to high standards across the curriculum.
  - **Guidance for all staff, both new and experienced, so that everyone understands how assessment operates at Banks Road**, including our principles for formative and summative assessment, how evidence is gathered, and how our systems reduce workload while improving outcomes.
  - **A communication tool for external visitors**, including governors, inspectors, partner professionals and community members, demonstrating how our assessment practices are coherent, robust, and aligned with current research (EEF guidance) and statutory expectations.
  - **A reference point for consistency**, ensuring that assessment is implemented fairly and reliably across year groups and subjects, and that teachers share a common language and understanding of how to judge progress.
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### How to Use This Handbook

- **For Staff Induction**

New staff should begin by reading the introduction to our assessment philosophy and principles. This handbook acts as a guide to our whole-school systems - formative feedback approaches, summative assessment points, moderation processes, and the use of tracking tools - so that new colleagues can quickly and confidently follow school expectations.

- **As a Working Reference**

All staff can use the handbook to find clear information about:

- Assessment schedules across the year
- Expectations for marking and feedback
- Formative assessment strategies used in lessons
- Summative systems for English, Maths, Reading and foundation subjects
- How data is entered, analysed and used to inform teaching

It supports planning, pupil progress reviews, phase meetings, and professional dialogue about learning.

- **For External Use: Inspection & Collaboration**

For visitors, including Ofsted inspectors, governors, and external partners, this handbook provides transparency and clarity. It outlines:

- The *why* behind our assessment decisions (research-informed, workload-sustainable)
- The *how* of our practice (feedback, data systems, moderation)
- The *who* involved in leading assessment (subject leaders, senior leaders, class teachers)

This ensures confidence in the integrity and effectiveness of our assessment systems.

- **A Living Document**

This handbook will evolve over time. It will be reviewed and updated regularly to reflect:

- New research and guidance (including EEF recommendations)
- Changes in assessment tools or statutory requirements
- Developments in school priorities or leadership
- The ongoing needs of our pupils

It remains a dynamic resource that grows with the school.



## Section 3: Formative Assessment at Banks Road Primary School

### 1. Our Rationale: Why formative assessment matters

At Banks Road, formative assessment is a core component of high-quality teaching. It enables teachers to understand what pupils know, what they do not yet know, and what they still need. Our approach is grounded in the Education Endowment Foundation’s guidance on effective feedback and formative assessment.

According to the EEF, effective feedback is most powerful when teachers:

1. **Lay strong foundations** through high-quality instruction and planned opportunities to elicit understanding.
2. **Give well-timed, responsive feedback** that focuses on moving learning forward—not simply correcting work.
3. **Ensure pupils understand and use feedback**, closing the learning loop.

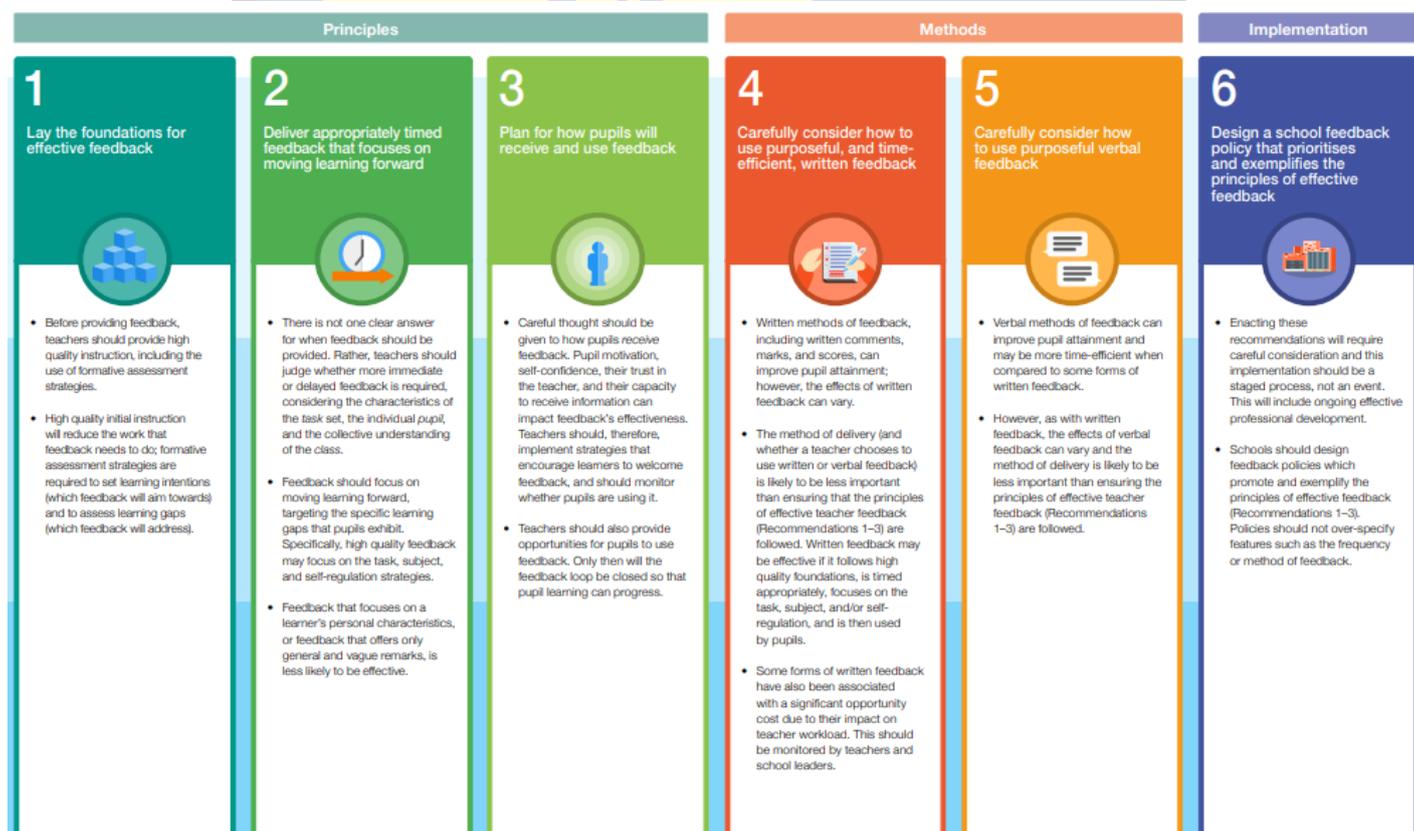
Formative assessment is **not** a set of tasks; it is an ongoing, responsive process woven through everyday teaching.

### Formative assessment also reduces workload

National evidence shows that written marking policies have historically been a significant driver of teacher workload, often without proven impact. The DfE’s Teacher Workload Review emphasised that **marking should serve a single purpose, to advance pupil progress, not to meet adult accountability expectations.**

Live, responsive feedback “in the moment” is both **more impactful** (because misconceptions are addressed immediately) and **less burdensome** than extensive after-lesson written marking.

Our policy therefore prioritises **what works for pupils** and **what strengthens teacher wellbeing.**



## 2. Principles of Formative Assessment at Banks Road

### A. Live, Responsive Teaching

“Live marking”, feedback during the lesson, is our most powerful tool. Research shows that timely, responsive feedback enables misconceptions to be addressed before they become embedded.

Teachers use:

- circulating and checking understanding
- in-the-moment prompts
- verbal explanations, modelling and reteaching
- visualisers to share strong examples or address common errors

This supports pupils immediately and avoids unnecessary after-lesson workload.

### B. High-Quality Questioning

Teachers regularly:

- pose hinge questions
- use cold calling and no-hands-up
- give thinking time
- require full-sentence answers
- check understanding of vocabulary and core concepts

This ongoing diagnostic questioning allows teachers to shape the direction of learning responsively.

### C. Pink and Green Highlighting

We use a simple, consistent highlighting system across the school:

Colour	Meaning
Green – “Go!”	Shows success linked to the learning intention or success criteria.
Pink – “Think”	Highlights an area to improve, correct or develop.

This keeps feedback clear, visual and accessible to all pupils.

### D. Subject-Specific Checking After the Lesson (where needed)

In **foundation subjects**, we do not expect lengthy written marking or comments.

However, when a teacher is **not fully confident** that a pupil has grasped a key concept, piece of vocabulary, or core knowledge from the lesson, they will provide **one subject-specific question** designed to check conceptual understanding.

Examples:

- *“Explain why the River Nile was important to ancient Egyptians.”*
- *“What is the difference between igneous and sedimentary rock?”*
- *“How do we know a mechanism is a ‘lever’?”*

**This is not required for every child.**

It is a targeted tool to support the teacher’s understanding of the effectiveness of their instruction.

### **E. Pupil Response (Purple Pen)**

When teachers provide:

- pink highlights
- improvement prompts
- subject-specific questions

...pupils respond **in the same lesson** where possible, or **at the start of the next lesson**, using a **purple pen**.

This ensures that:

- feedback is acted on
- misconceptions are corrected
- the feedback loop is completed

The EEF stresses that **feedback only improves learning if pupils use it**; response time is therefore an essential part of our policy.

### **F. Evidence of Feedback**

We do **not** require:

- lengthy written comments
- “marking to be seen to be done”
- photocopied feedback sheets
- verbal feedback stamps
- fixed quotas for written marking

The EEF and teacher workload research confirm that these practices **increase workload without improving outcomes**.

At Banks Road, **the evidence of formative assessment is seen in the learning**, not in the marking:

- pupils know what they are learning
- lesson adaptations respond to emerging need
- misconceptions are swiftly addressed
- pupils can talk about how feedback helps them improve

### 3. Formative Assessment in Foundation Subjects

Our aim is to ensure pupils learn and retain core knowledge and vocabulary. Teachers therefore:

- check understanding through questioning
- use retrieval tasks
- clarify misconceptions immediately
- highlight successes and next steps using green and pink
- give subject-specific questions **only where needed**

There is **no expectation** of:

- written teacher comments in every single child's books for every lesson
- detailed success-criteria marking

This approach protects workload and focuses on what drives learning.

### 4. How this Approach Supports Workload and Wellbeing

The Working Lives of Teachers and Leaders study (2024) found that **marking is one of the biggest workload pressures**, and teachers reported that **light-touch, live marking approaches significantly reduced workload**.

Our model aligns with this evidence:

- live marking reduces after-school work
- visual/colour-coded systems are faster and clearer
- targeted questioning is more meaningful than large volumes of written feedback
- pupil response time closes the loop without requiring lengthy marking

Teachers spend more time **planning great lessons** and less time writing comments that pupils may not use.

## 5. What This Looks Like in Practice

Year 6

Tuesday 28<sup>th</sup> March 2023

	L.O. To learn how Aksum became a Christian state in the 4th century.			Achieved: <input checked="" type="checkbox"/>
Presentation score:	1 - 5 Needs improving	6 - 8 Good	9 - 10 Excellent	Score: 9
Independent	Teaching Assistant	Teacher		

1. What did Ezana do when he became King?
2. What are the 4 important sources of evidence to suggest King Ezana wanted Christianity to grow in Aksum?
3. In what years did the Roman, Byzantine and Aksum Empires end and what Christian traditions were left behind?

1. When <sup>Ezana</sup> Ezana became King he wanted a bishop so he sent Frumentious to the Patriarch who was the leader of the Christians in Africa. Ezana wanted a patriarch to send people of Aksum a bishop and then he chose Frumentious.

2. The first important source is the Ezana stone this tells us about different stones he erected this stone after he and his army had conquered the north and more land. It also tells us about his conversion to Christianity. The second important source is the Ezana's stela this is a large piece of stone in the kingdom of Aksum they normally erected these. This one big piece of stone that has been carved with their best achievements.

The third important source were the coins. After Aksum became a Christian state they had crosses on which resembles this Christian symbols. The fourth important source is the discovery of an early fourth-century church this was one of his churches this was the same shape the Roman basilica this tells us they communicated with them.

3. The <sup>century</sup> year that the Roman Empire ended was in the 5th century the Byzantine Empire was the 5th century and the Aksum was the 9th. The Christian traditions that were left behind were the Roman Catholic Church, Greek Orthodox Church and the Ethiopian Orthodox Church.

How has Christianity changed over the 3 Empires we have looked at?  
In the Roman Empire they used to persecute them but over the years it became safer to become a Christian.



What products that we buy in supermarkets typically come from dairy farming? Some items are: Milk, cheese, yogurt, cream and butter.

Tuesday 22<sup>nd</sup> March

	LO: To explore the effects farming has on the landscape.			Achieved: <input checked="" type="checkbox"/>
Presentation score:	1 - 5 Needs improving	6 - 8 Good	9 - 10 Excellent	Score: 10
	Independent	Teaching Assistant	Teacher	



This is marshland. Humans have learned how to drain marshland to make the soil less soggy and wet.

The marshland can be used for pastoral farming. Marshland have lots of

birds, insects and different grasses.



This is a forest. Just look at all those trees. Humans have learned if they cut down and clear forests they can farm the land.



This is a hedge. Hedges like these can be planted to divide up the land and stone walls. Hedges like these can be planted. Hedges and stone walls separate the different fields for farming. Hedges also

provide a home for different kinds of wildlife. Hedges prevent soil erosion by keeping the soil together. Also, crops growing on fields are protected from strong winds by the hedges. But hedges also have to be cut to make sure they don't get too big.

Farming Changes the Landscape

- a) Draining marshlands changes the landscape. How?
- b) Clearing forests changes the landscape. How?
- c) Planting hedges changes the landscape. How?

- a. Draining marshlands changes the landscape because there would be fewer (less) habitats and that would effect the numbers of wildlife. Although for farmers, there would be a drier and more suitable for farming.
- b. Clearing forests changes the landscape because there would be more room for farming. The cons, is that we would again lose lots of wildlife and habitats, but it would



Every legion had a bronze eagle on top of their standards. The eagle was called an aquila. If this was caught during a battle it was very embarrassing. ✓



When the Roman Empire took over a province they would put a governor there and soldiers so everyone would listen to the governor. They had about 500,000 soldiers in one legion. The frontiers were very vulnerable so

they built forts to make sure they never got attacked. ✓

How many soldiers were in a legion? They had about 5,000 soldiers.

Tuesday 8<sup>th</sup> November 2022

	To recall the story of Julius Caesar.			Achieved: ✓
	Presentation score:	1 - 5 Needs improving	6 - 8 Good	9 - 10 Excellent
	Independent ✓	Teaching Assistant	Teacher	
				Score: 10

There once was a brilliant military commander called Julius Caesar. He was from a wealthy family (Patricians). He became a consul for a year, he fought

Capital cities in the UK have a very old castle and government buildings.

Similarities

Differences

They are both capital cities ✓

Cardiff has a city centre while London does not ✓

They both have loads of facilities ✓

Cardiff has less people ✓

They both have old castles ✓

London is much bigger than Cardiff ✓

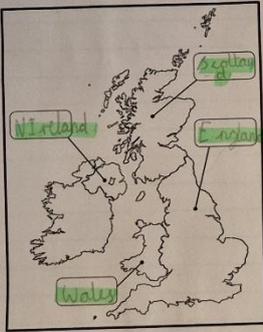
They both are built near rivers ✓

London has an underground railway (The Tube) ✓

London and Cardiff have both adapted with making more room (for buildings).

Friday 7th January

	LO: To understand what a 'settlement' is and to look at different types of settlement.			Achieved: <input checked="" type="checkbox"/>
Presentation score:	1 - 5 Needs improving	6 - 8 Good	9 - 10 Excellent	Score: 10
	Independent	Teaching Assistant		Teacher



The United Kingdom is made up of four parts. The four parts are England, Scotland, Wales and Northern Ireland.

Three of the four parts of the UK share the same island - and the three parts that share the same island are England, Scotland and Wales (Great Britain).



People build settlements. A settlement can be very small or very big. Wherever people live, we call this a settlement.

A settlement is anywhere where people live. If people live there, it is a settlement.

We give different names to different types of settlements such as hamlets, villages, towns

and cities. The name given may depend on the size of the settlement, the population or the things found there.

A hamlet is the smallest type of settlement in the UK so you will not find any pubs, churches or shops. You will only find house and the people who live there.

What is the name given to a house on a farm that is all by itself? The name given to a house on a farm that is all by itself is a farmstead.

Monday 10th January

	LO: To explore the characteristics of a village.			Achieved: <input checked="" type="checkbox"/>
Presentation score:	1 - 5 Needs improving	6 - 8 Good	9 - 10 Excellent	Score: 10
	Independent	Teaching Assistant		Teacher



A village is the most common type of human settlement. Today we are looking at Disley which is a rural village. Rural means in the countryside or around by farmland. Not all villages are rural.

The people who live in a settlement are called inhabitants.



After some time, the transport became better. It opened lots of opportunities for people to travel far. The people had built trains, boats and airplanes to travel further. My granny said she would never forget the butterflies in her stomach as she stepped off the boat for the first time.

When were trains introduced? 1806

A railway was built in Mladunsko. More people came. It was fantastic. There was a punk and Judy show and fair ground rides.



Eventually in the 1960's, a new type of holiday became popular. People started going to the Mediterranean coast. Airports grew bigger and new airlines started. Suddenly I wanted to go on holiday abroad.

From your cousin, Alexandra.

Did these changes have a positive effect on seaside towns in the UK? It had a huge effect on the economy in Mladunsko.

Monday 27<sup>th</sup> February

### Types of tourism

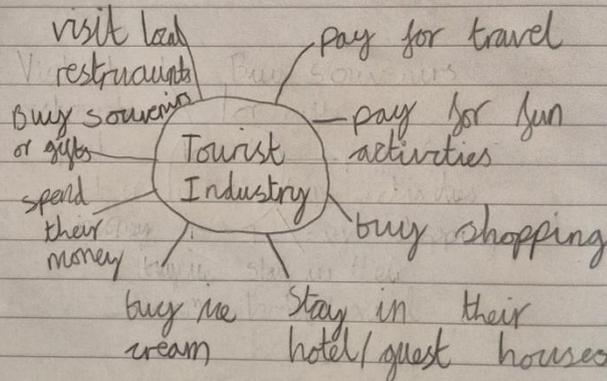
Name 3 reasons tourists may choose to visit Llandudno:

- 19. walk along the pier ✓
- 20. watch a puppet show ✓
- 21. paddle in the sea ✓

A tourist is a person who travels to visit a new or different place to where they live.

Tourists might choose to go to amusements such

as fairs, chill and relax in a deck chair and you can visit cafes and restaurants.



Do you think that tourism is good for Llandudno?

Yes I think it is.  
Why? Because there is lots of things there like walking along the pier.

bay is formed by erosion. The sea slowly erodes the land. This is the process of deposition.

A beach is also formed by deposition. Over years, the sea rises up high and crashes against the land. The sea slowly erodes the land to form a cliff.

Over years, a cliff will erode inwards on both sides. The cliff will then stick out into the sea to form a head-land.

Monday 23<sup>rd</sup> January

### The Jurassic Coast



an arch

a cave

a stack

### Old Harry's Rocks

Old Harry's Rocks started out as a headland. The waves from the sea crashed against a crack in the rock to form a cave. Some caves eroded and became larger and larger and broke through the rock to form an arch. Some



This is Zeus & Zeus. Zeus is holding a bolt of lightning. Zeus was the King of all of the gods. The twelve most important gods and goddesses lived on Mount Olympus.



This is Another another important Greek God. His name is Poseidon. He is the brother of Zeus. Poseidon was the God of the sea. He is holding a trident.



This is the goddess Athena. Athena was shown wearing a helmet or holding an owl. Athena was the goddess who ~~is~~ was most loved in the polis of Athens.

Tuesday 23rd May 2023

Greek literature ✓ (8)

The ancient Greeks loved to hear stories. We call stories literature.

The ancient Greeks loved reading literature. ✓

The ancient Greeks loved to write literature. ✓✓

But even more, the ancient Greeks loved to watch literature!

Watching ~~actors~~ actors telling a story was so much fun.

Sometimes the actors ~~was~~ made you happy!

Sometimes the actors made you sad.

There was an ancient Greek word for a place to watch.

This word was theatre.

Greek theatres were cut into the hillside. Spectators watched from above. ✓✓

What did the actors wear on their faces.

Friday 3 <sup>rd</sup> February 2023.				Achieved
Suffix 'er' ✓				
Presentation score:	1-5 Needs improving	6-8 Good	9-10 Excellent	8
Independent	Modelled Writing	Teaching Assistant	Teacher	

I build things.  
I am a builder.  
I am a dancer.  
I like to dance.  
I like to talk.  
I am a good talker.  
I like to paint.  
I am a painter.

© Write your own sentence using a different word ending in -er.

I am a good footballer.

Friday 3 <sup>rd</sup> March 2023			Achieved
To add a suffix to a root word. ✓			
Presentation score:	1 - 5 Needs improving	6 - 8 Good	9 - 10 Excellent
	Independent	Modelled Writing	Teaching Assistant Teacher

Root word	ed	ing
stomp	stomped	stomping
talk	talked	talking
look	looked	looking
jump	jumped	jumping
sail	sailed	sailing

SA I will go to bed without supper.

Max jumped down the stairs with a gork.

The wild things stomped their large feet.  
Max sailed in his private boat.

Monday 16 <sup>th</sup> January 2023				Achieved
	To use 'and' to join clauses. ✓			
Presentation score:	1 - 5 Needs improving	6 - 8 Good	9 - 10 Excellent	5
Independent	Modelled Writing	Teaching Assistant	Teacher	

Write your own sentence using the conjunction 'and.'

Hermelin felt upset and angry at the party.

Hermelin wrote	The attic was full of books, and
Hermelin found the handbag	Hermelin found the
Hermelin left messages for the people, and	The people were pleased.
The people wanted to thank Hermelin.	The people planned a party.

SA I will find the missing glasses. glasses ~~glasses~~

The attic was full of boxes and books.

Hermelin found the handbag and the glasses.

## Marking and Feedback Guide

### A. Symbols, Colours and Their Meanings

Mark / Tool	Meaning	Where Used / Notes
✓	Work is correct	All subjects
✓✓	Excellent work / strong application of the learning intention	All subjects
<b>Green highlighter – “Go!”</b>	Shows success linked to the learning intention or success criteria	All subjects; especially core
<b>Pink highlighter – “Think”</b>	Indicates an area to improve, correct, or develop	All subjects
sp	Spelling error	Mostly English; used sparingly and only when age-appropriate
//	New paragraph needed	Writing
^	Insert a word or phrase	Writing
<b>Purple pen</b>	Pupil response to feedback, correction, or improvement	Same lesson or start of the next lesson
<b>Verbal feedback</b>	Live feedback given during the lesson, often accompanied by modelling or small edits	Core method across the school

### B. Our Feedback Approach

Practice	Expectation at Banks Road
<b>Live marking</b>	The primary and preferred method of feedback. Teachers circulate, check understanding, prompt improvements, and address misconceptions <i>in the moment</i> . No requirement to write in books unless it supports learning.
<b>Pink &amp; Green highlighting</b>	Used consistently across the school. Green = success; Pink = improvement needed.
<b>Pupil response (purple pen)</b>	Pupils respond to pink highlights, corrections and questions during the same lesson or at the start of the next one.
<b>Written comments</b>	Only when they add value. Comments should be concise, purposeful and actionable; not required for every piece. No expectation of lengthy written marking.

Practice	Expectation at Banks Road
Foundation subjects	Minimal written marking. Focus on checking understanding of <i>key knowledge and vocabulary</i> . Teachers use live feedback and brief highlight marking. Only pupils who did <i>not</i> show secure understanding receive a subject-specific checking question.
Subject-specific checking questions	Used <i>only</i> when the teacher is unsure whether a pupil has grasped the core knowledge from the lesson. Pupils respond in purple pen. Not required for every child.
Spelling, punctuation & grammar marking	Used sparingly and only when age-appropriate, focusing on misconceptions rather than every error.
Feedback frequency	Not prescribed. Teachers use professional judgment. Feedback is ongoing, responsive and embedded within daily teaching.
Evidence of feedback	Seen in pupils' improvements, responses, and lesson adaptations — <i>not</i> in the volume of written marking. Verbal feedback does not need to be "proven" through stamps or codes.

### C. Early Years (EYFS) Specifics

Method	Expectation
Verbal feedback	Primary method; constant modelling and oral responses during play and adult-led work
Highlighting	Used when appropriate (typically in adult-led writing tasks)
Observation notes	Brief, purposeful notes when needed to support assessment; not routine for every activity

### D. What Staff Should *Not* Do

Do Not...	Why
Write long comments on every piece of work	Not impactful; high workload; unnecessary
Use orange highlighters	Removed from school system
Mark every piece in depth	Not required; live verbal feedback is more effective
Require evidence of every verbal interaction	Distracts from teaching; not needed for Ofsted or SLT
Mark foundation subjects extensively	Focus is knowledge checking, not written marking

## Section 4: Summative Assessment at Banks Road Primary School

### Purpose of Summative Assessment

Summative assessment at Banks Road is used to **validate learning, identify curriculum gaps, and inform future teaching**, while remaining mindful of the EEF's guidance that summative testing should complement, not replace, high-quality formative assessment. Research from the EEF notes that teachers should balance formative and summative approaches so that assessment remains *"efficient, purposeful and focused on moving learning forward"*.

In line with the DfE and EEF Teacher Workload Principles, our summative systems are deliberately designed to be:

- **Streamlined** – avoiding unnecessary tracking and overly frequent testing
- **Useful** – producing information that directly informs teaching
- **Manageable** – minimising marking burdens and administrative load

Across most year groups, summative assessments take place **three times a year**:

- **Autumn 2**
- **Spring 2**
- **Summer 2**

This schedule ensures teachers gather reliable attainment evidence while safeguarding sufficient learning time between assessments.

### 1. Summative Assessment in Maths (Years 1–5)

In Years **1, 2, 3, 4 and 5**, summative assessment in Maths is carried out three times per year using the **Maths.co.uk** digital assessments. These mirror standardised assessment approaches while providing detailed domain-level analysis.

#### Administration Expectations

To ensure validity, reliability and parity across the school, teachers must follow these expectations:

- **Tests must be completed under exam-style conditions**, even though they are completed on iPads.
  - Teachers must explain expectations clearly to the class prior to beginning the assessment.
- **Children must not use the "read aloud" function.**
  - As in paper tests, pupils may raise their hand to have a question read aloud by an adult when appropriate.
- **Each child must be provided with a pencil and squared paper** for working out (whiteboards must not be used).

This approach ensures a fair, standardised testing environment and supports the reliability of the summative data.

### 2. Summative Assessment in Reading (Years 1–6)

## Years 1–5: Literacy Counts “Ready Steady Read Together” (RSRT) Assessments

Across Years 3–6 (and adapted for Years 1–2), teachers administer the **RSRT termly assessments (A, B and C)** according to the official Literacy Counts guidance. The Reading Administration Guidance outlines very clear, standardised procedures for timing, equipment, scripts and conditions.

### Key features of the RSRT assessment approach:

- RSRT provides **three texts** covering fiction, non-fiction and poetry (with variations by year group).
- The guidance specifies precise **timings**, for example:
  - **Year 3:** 50 minutes for Texts 1 & 2, followed by a rest break, then 30 minutes for Text 3.
  - **Year 4:** 40 minutes for Texts 1 & 2, then 30 minutes for Text 3.
  - **Years 5 & 6:** 1 hour to complete the full booklet at their own pace.
- Assessment must be administered under controlled conditions:
  - Appropriate spacing and visibility
  - No dictionaries, no reading of the text to pupils (beyond instructions)
  - Use of the approved scripts to introduce the test
  - Pupils must follow the question types and use the answer space as intended
- Marking is carried out using the **official mark scheme** and **analysis sheets** to identify:
  - Class trends
  - Gaps in comprehension skills
  - Needs of the bottom 20%
  - Individuals requiring targeted intervention

This structured and standardised approach ensures equity and consistency across KS2.

### 3. Summative Assessment in Writing

At Banks Road Primary School, summative assessment in writing is built on a clear and consistent cycle across the academic year. Our model ensures that teacher judgements are rooted in high-quality evidence, aligned with national expectations, and moderated collaboratively to secure accuracy and fairness.

#### A. Half-Termly Summative Assessment: Reflecting on Unit Outcomes

At the end of **every half term** (*six times per year*), teachers complete the **Reflecting on Unit Outcomes** document for each class. This process provides:

- A structured review of pupils’ achievements at the end of each **Ready Steady Write** unit.
- A breakdown across the key domains of writing:
  - *Transcription* (phonics, spelling, common exception words, handwriting)
  - *Composition* (cohesion, sentence construction, vocabulary, audience, purpose)

- A professional evaluation of:
  - What children have demonstrated securely
  - Gaps or misconceptions that need to be addressed in the next unit
  - Next steps for confident writers and for those requiring additional support

This forms a crucial part of our ongoing assessment picture and ensures that future teaching responds directly to need.

### B. Termly Moderation and Summative Judgements

At the end of each term (**Autumn 2, Spring 2, Summer 2**), class teachers take part in structured moderation sessions using the **Moderation Counts** materials.

During this process:

- Teachers select a **range of independent writing** for each pupil across different genres, following Literacy Counts guidance (typically 4–6 pieces across the term).
- Staff work together to evaluate evidence against the **Writing Assessment Counts** year-group standards.
- Judgements are made using the categories:
  - **Working Towards the Expected Standard**
  - **Working At the Expected Standard**
  - **Working at Greater Depth**
- Moderation is collaborative and discussion-based, with reference to:
  - National Curriculum expectations
  - Exemplification within Moderation Counts (e.g., Year 3 collections)
  - STA definitions of independence
  - Qualifiers (“some”, “many”, “most”)

This ensures consistency and accuracy within and across year groups.

### C. Independence of Writing

All summative judgements are based on **independent writing**, following STA principles and Literacy Counts guidance:

Independent writing may emerge from high-quality teaching, discussion, and rehearsal but must not be copied, paraphrased, over-scaffolded, or corrected by adults. Teachers must ensure that evidence collected genuinely reflects pupils’ independent application of taught skills.

### D. Use of Directed Time

To support high-quality summative assessment while ensuring workload is manageable school allocates **staff meeting time** during key points in the year for:

- Moderating writing across year groups and phases
- Reviewing evidence collectively to secure agreed standards

- Supporting teachers with completing test marking when relevant
- Ensuring new staff receive guidance and support

This promotes consistency, shared understanding, and professional confidence in teacher assessment.

### E. End-of-Year Summative Judgements

Final writing judgements, submitted in Summer 2, are based on:

- Evidence collected throughout the year
- Outcomes from termly moderation
- The full Writing Assessment Counts criteria for each year group
- For Year 6: the statutory **Teacher Assessment Framework (TAF)** as the primary reference

These judgements inform transition discussions and feed directly into next year's planning.

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### 4. Summative Assessment in Year 6 (Reading, SPaG and Maths)

In Year 6, pupils complete **regular past SATs papers** throughout the year. These provide:

- Robust, nationally benchmarked data
- Valuable practice in test-familiarity and stamina
- Gap-analysis opportunities to directly inform teaching sequences

Teachers complete a full **gap analysis** after each paper to identify:

- Whole-class and cohort trends
- Pupils requiring additional support
- Curriculum areas needing re-teaching or pre-teaching

This approach ensures that teaching remains targeted and responsive as pupils prepare for the statutory assessments.

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### 5. How Summative Assessment Aligns with EEF Guidance

Our summative assessment model supports the EEF's principles by ensuring that:

#### A. Assessment complements high-quality instruction

EEF guidance emphasises that strong instruction reduces the heavy lifting required from assessment and feedback. Termly summative assessments provide a snapshot of progress but do not overshadow everyday formative practices.

#### B. Feedback arising from summative assessment must be actionable

Summative outcomes trigger responsive teaching, including:

- Adjusting sequences

- Identifying target groups
- Informing curriculum adaptation
- Supporting pupils who have not yet secured the expected knowledge

### C. Workload remains proportionate

The DfE/EEF workload recommendations highlight that data systems should be minimal and meaningful. Our approach therefore avoids:

- Over-frequent testing
- Excessive data entry
- Written marking of summative papers

Instead, teachers focus on analysis that genuinely informs teaching and improves outcomes.

### 6. Parity and Consistency Across the School

To maintain fairness and reliability, all staff must follow:

- The standardised administration expectations for each assessment
- The shared analysis procedures
- The consistent use of test conditions and equipment
- The agreed three assessment points per year

This ensures that outcomes can be compared reliably across classes, subjects, and year groups.

### 7. Whole-School Assessment Timetable & Statutory Windows

Term	Window / Date	Year Groups	Assessment / Activity	Actions / Notes (FFT workflow included)
Autumn 1	First 6 weeks	Reception	Reception Baseline Assessment (RBA)	Statutory. Complete within 6 weeks; submit Headteacher Declaration via NCA Portal.
Autumn 2	Prior to FFT Meeting	All	Teacher FFT data entry	Teachers assess all pupils and input attainment & progress data into FFT Aspire Pupil Tracking.
	Autumn 2	All	FFT Meeting with Assessment Lead	Assessment Lead reviews teacher data; clarifies progress targets; helps teachers complete Pupil Progress Proforma; teachers leave meeting prepared for Pupil Progress Meeting.
	Autumn 2	All	Summative Assessment Point 1	RSRT A (Reading), Maths.co.uk (Autumn), Writing TA; foundation subject end-of-unit judgments.

Term	Window / Date	Year Groups	Assessment / Activity	Actions / Notes (FFT workflow included)
	Autumn 2	All	Pupil Progress Meetings	Meeting with Headteacher and/or Deputy. Teachers bring completed FFT-informed Proforma + mini action plans.
	November	All	Parents' Evening	Share targets and early progress.
Spring 1	Ongoing	EYFS, Y1-2	Mid-year Phonics Checks	Internal monitoring for Y1 + identified Y2 pupils.
	Ongoing	All	Foundation subject mid-unit checks	Retrieval practice, questioning, low-stakes quizzes.
Spring 2	Prior to FFT Meeting	All	Teacher FFT data update (Spring)	Teachers update attainment & progress on FFT ahead of mid-year review.
	Spring 2	All	FFT Meeting with Assessment Lead	Review progress; complete updated sections of the Pupil Progress Proforma, building on Autumn.
	Spring 2	All	Summative Assessment Point 2	RSRT B, Maths.co.uk Spring, Writing TA moderation, foundation subjects.
	March	All	Pupil Progress Meetings	With Head/Deputy; Proforma revisited, updated, and used to refine action plans.
Summer 1	April-June	Reception	EYFSP (Statutory)	Teacher assessment; submit to LA.
	Summer 1	All	Formative assessment & gap analysis	Preparation for final summative data and transition.
	Apr-May	Year 6	SATs preparation & admin	Final access arrangements, timetabling, materials.
Summer 1 (Statutory)	May	Year 6	KS2 GPS Papers 1 & 2	Statutory KS2 tests.
	May	Year 6	KS2 Reading	Statutory KS2 tests.
	May	Year 6	KS2 Maths Papers 1 & 2	Statutory KS2 tests.
	May	Year 6	KS2 Maths Paper 3	Statutory KS2 tests.
Summer 2 (Statutory)	June (2-week window)	Year 4	Multiplication Tables Check (MTC)	Statutory. Administer online assessment.

Term	Window / Date	Year Groups	Assessment / Activity	Actions / Notes (FFT workflow included)
	June	Year 1 + Y2 as required	Phonics Screening Check	Statutory. Schools with no eligible pupils must complete PSC opt-out via NCA Portal.
Summer 2	Prior to FFT Meeting	All	Teacher FFT data update (Summer)	Teachers update final attainment & progress for the year.
	Summer 2	All	FFT Meeting with Assessment Lead	Final annual data review; completion of Pupil Progress Proforma; transition actions identified.
	Summer 2	All	Summative Assessment Point 3	RSRT C, Maths.co.uk Summer, final Writing TA; foundation subjects.
	Late June	Year 6	KS2 Teacher Assessment Submission	Submit statutory TA data.
	July	Year 6	KS2 Results	National results released.
	July	All	Pupil Progress Meetings (Summer)	Final review; transition information finalised; Proforma completed for full-year continuity.
	July	All	End-of-Year Reports	Reports sent to families.

## 8. Marking and Moderation Expectations

To ensure workload remains manageable and assessment information is high-quality:

### Use of PPA Time

Teachers are expected to use their PPA time to:

- Mark summative test papers
- Input results into the online tracking system
- Review class trends and identify gaps

### Directed Time for Additional Support

The school will build in **directed time within staff meetings** during key points in the year for:

- Marking of test papers (e.g., Year 6 SATs practice papers, termly assessments)
- Writing moderation (cross-phase and whole-school)
- Opportunities for professional discussion and calibration of standards
- Support for new staff in understanding expectations and assessment processes

This ensures fairness, consistency and shared professional understanding across the school.

## 9. Summative Assessment in Foundation Subjects (Years 1–6)

At Banks Road Primary School, summative assessment in the foundation subjects is designed to be **accurate, meaningful and workload-sustainable**, fully aligned with the EEF’s guidance that assessment systems should be *purposeful, consistent and efficient*. To achieve this, each foundation subject uses a **subject-specific assessment grid** that provides clear, curriculum-aligned expectations for the end of each unit.

The image displays six subject-specific assessment grids for Banks Road Primary School, arranged in a 2x3 grid. Each grid is a white box with a blue border and a central logo. The grids are:

- History Assessment Grids:** Purpose: The assessment grids are designed to support teachers in making accurate, consistent and meaningful summative assessment judgements in History across the school. They provide a clear set of expectations for each unit, showing what pupils should know, understand and be able to do by the end of teaching. Key Stage 1: Teachers use the grid to group children according to their formative assessments, including marking, work scrutiny, discussions, questioning and observation of learning. These judgements help identify pupils who are working towards, working at, or working at greater depth within each unit, based on the knowledge and understanding demonstrated throughout everyday learning. Key Stage 2: Teachers use the grid alongside end-of-unit summative assessments to make overall judgements about attainment. The grids capture the expected knowledge, understanding and skills for each Key Stage unit, ensuring that assessment reflects the breadth of the curriculum taught. Across all year groups, teachers begin from the principle that most pupils are working at the expected standard. They then use the grids to raise pupils towards or towards beyond it for the majority of their knowledge and the relevant skills. The assessment grids therefore ensure a coherent progression model from EYF5 to Year 6, support consistency across the school, and help teachers make informed decisions that accurately reflect each pupil's historical understanding.
- Art Assessment Grids:** Purpose of the Art Assessment Grids: The Art Assessment Grids are designed to help teachers make accurate, fair and meaningful summative assessment judgements across the school, with respect to the subject's demands. In Key Stage 1, teachers use the grid to group pupils based on formative evidence (classroom observations, practical outcomes, guided drawing, 3D assessment) to identify skill levels and developmental. Each of the expectations focus on motivation, creative engagement and self-fulfilment. In Key Stage 2, teachers use the grid alongside end-of-unit practical outcomes and individual evidence to make a summative judgement. High quality art education should include sufficient practice, opportunities to review their work, and the opportunity of artists' processes over time. Across all year groups, teachers begin from the principle that most pupils will be working at the expected standard, and then use the grids to raise pupils towards or towards beyond it for the majority of their knowledge, understanding and skills for each Key Stage unit, ensuring that assessment reflects the breadth of the curriculum taught. Why these assessment grids support high-quality art education: They focus on what has been taught in the curriculum, not on subjective criteria 'based' on open-ended creative judgements. They give teachers clear guidance and expectations, supporting consistency across KS1 and KS2. They reflect changes in practice that pupils are able to practice, such as knowledge and skills that they use work creatively and independently. They allow teachers to assess and be more confident in progression across learning, setting, individual, and group, and at KS work. They help assessment to be embedded within the learning, ensuring pupils are prepared for what comes next.
- PE Assessment Grids:** Purpose of the PE Assessment Grids: The PE Assessment Grids are designed to support teachers in making accurate, consistent and meaningful summative assessment judgements in Physical Education across the school. They set out clear expectations for each unit, showing what pupils should be able to do, understand, and enjoy through the three phases of the PE curriculum: motor competence, collaborative practice, and lifelong participation. Across all year groups, teachers use the grids during lessons, taking brief observations with the relevant unit grid and making brief initials or notes against pupil names as they observe learning. These grids, use clear formative observations to build a reliable picture of each child's progress and feed directly into the overall summative assessment of the end of each unit. The grids help teachers identify pupils who are working towards, working at, or working at greater depth within PE, based on secure evidence gathered through practical assessments. Judgements are informed by observation of movement quality, application of skills in context, teamwork, decision-making and engagement. In Key Stage 1, teachers use the grids to group and support pupils according to their developmental needs, using observations from skills practice, games, physical challenges and cooperative tasks. In Key Stage 2, the grids continue to guide formative assessment and support end-of-unit summative judgements, ensuring that assessments reflect the breadth of learning opportunities in Games, Dance, Gymnastics, Athletics and Outdoor & Adventure Activities. Summative is not assessed through these grids. Pupils in Years 3-6 undertake summative as part of the statutory PE curriculum, and assessment for summative purposes is carried out by the Local Authority and governing trustees, who provide schools with attainment information for national reporting.
- PSHE Assessment Grids:** To be used until August 31st 2025 only. Purpose of the PSHE Assessment Grids: The PSHE Assessment Grids are designed to support teachers in making accurate, consistent and meaningful judgements about pupils' personal, social, health and economic development across the school. They set out clear expectations for each unit, showing what children should know, understand and be able to do by the end of teaching. In line with our PSHE Long-Term Plan and aligned with the national curriculum, rights, responsibilities and safeguarding within the curriculum, these grids ensure that assessment reflects both substantive knowledge (what children learn) and skills/attributes (how they apply and embed this learning). Across all year groups, teachers begin from the principle that most pupils are working at the expected standard. Formative evidence gathered through discussion, written activities, pupil voice, role-play, group work, reflection tasks and observation is used to determine whether pupils are Working Towards, Working At, or Working at Greater Depth within each unit. The grids: Provide a coherent progression model from Year 1 to Year 6. Support teaching teams in ensuring consistency and clarity when assessing simple or complex PSHE outcomes. Help identify pupils who may require additional support with emotional literacy, relationships, safety, resilience or wider personal development.
- Design Technology Assessment Grids:** Purpose of the DT Assessment Grids: Assessment in Design & Technology at Banks Road Primary School is designed to give teachers a clear understanding of each child's developing capability as a designer, maker and evaluator. When beginning a unit, teachers start from the assumption that pupils are working at the Expected Standard for their year group. As learning progresses, teachers use the assessment grids to raise pupils towards or towards beyond the expected standard, building an accurate picture of each child's strengths and next steps. Teachers use an overall grade of evidence to inform their judgements. This includes: Practical problem outcomes and the quality of skills produced during prototyping tasks. Direct observation of children using skills, materials and techniques. Responses to teacher questioning and discussion. Model designs, ideas and evaluations. Sketches, templates, design notes and prototyping drawings. Children's ability to talk about their work using correct vocabulary. Problem-solving techniques, independence and decision-making during the design and make process. The final product, achievement of the design brief, and how well it meets the design brief and requirements. Assessment is not based solely on the finished item. Instead, teachers consider the full design cycle — researching, planning, making, refining and evaluating — to recognise the wide range of knowledge and skills that Design & Technology develops. The grids are designed to support teachers in identifying whether a pupil is Working Towards, Working At, or Working at Greater Depth within the three key strands of Design & Technology: Practical Knowledge: using tools, equipment and materials safely and effectively.
- Geography Assessment Grids:** Purpose of the Geography Assessment Grids: The Geography Assessment Grids are designed to support teachers in making accurate, consistent and curriculum-aligned summative assessment judgements across the school. They set out clearly what pupils should know and be able to do by the end of each unit, ensuring that assessment reflects the actual geography curriculum taught, not generic skills or task-dependent performance. This approach is fully aligned with Ofsted's expectation that assessment is regularly used to 'test objectives for the curriculum' and should focus on the secure learning of substantive content and the disciplinary thinking appropriate to the subject. Key Stage 1: In Key Stage 1, teachers use the grids to group pupils according to their formative assessments, including work scrutiny, and responses, questioning, map-based tasks and observation of learning. Judgements focus on digital security (group of substantive geographical knowledge—places, features, vocabulary and topical awareness—) and spatial literacy (spatial skills, such as locating, identifying, understanding, comparing locations, and identifying simple human-environment interactions). These judgements identify whether pupils are Working Towards, Working At, or Working at Greater Depth within each unit, based on everyday classroom evidence. Key Stage 2: In Key Stage 2, teachers use the grids alongside end-of-unit topic tasks to make secure overall judgements about attainment. The grids outline expectations for three strands of knowledge within each Opening Topic unit.

These grids ensure that summative judgements are rooted in actual *curriculum content*, not generic skill statements, and that they reflect the progression model of each subject. Teachers use these grids to make an overall judgement about whether each pupil is:

- **Working Towards** the expected standard
- **Working At** the expected standard
- **Working at Greater Depth** within the unit

### A. How Teachers Use the Assessment Grids Across a Unit

Although each subject has its own discipline-specific features, all grids follow a shared structure.

#### Ongoing formative evidence across the unit

During teaching, teachers gather evidence through:

- Classroom observation
- Pupil work (e.g., sketchbooks, written outcomes, practical performances)
- Questioning and discussion
- Quick-check tasks and modelling checkpoints

In **Art**, teachers make light-touch formative notes across the three domains of knowledge, practical, theoretical and disciplinary, linked directly to the taught content of the unit. The grid is intended to reflect curriculum learning, not artistic “talent”, and supports fair and consistent judgements across the school.

In **PE**, teachers often take a clipboard into lessons and annotate the grid during physical activities to capture real-time observations of motor competence, rules/strategies/tactics, and healthy participation. These notes feed directly into the summative judgement at the end of the unit.

In **History**, teachers use the grid to track the development of substantive knowledge, disciplinary thinking, and vocabulary across the unit, beginning from the principle that most pupils will meet the expected standard and moving pupils forwards or backwards based on secure evidence.

## B. Making Summative Judgements at the End of the Unit

At the end of each foundation-subject unit, teachers review the evidence collected and use the front page of the grid to make one overall summative judgement for each pupil.

### What this looks like in practice

- Teachers do *not* mark every piece of work for summative purposes.
- They instead review the accumulated evidence and match it to the descriptors on the grid.
- The judgement is based on whether pupils have secured the key knowledge, understanding and disciplinary skills **taught in that unit**, not on unrelated general ability.

### Examples

#### Art:

Teachers consider the full range of evidence, sketchbook development, research pages, practical outcomes, and discussions, to determine whether pupils have secured the intended progression in practical, theoretical and disciplinary knowledge.

YEAR 4 — Assessment Grid  
SUMMER TERM — SCULPTURE (CLAY DRAGON EYES)

Domain of Knowledge	Working Towards	Working At	Greater Depth
<b>Practical Knowledge</b> (technical proficiency & media control)	Uses clay techniques (rolling, scoring, slip) with limited control; joins may fail; struggles to follow template or form 3D shape; stamping/texture inconsistent; paint application uncontrolled.	Uses clay techniques confidently; adds textures using stamping; constructs a clear dragon eye design; applies dry-brushing with three colours; final work is well-formed and visually striking.	Uses advanced clay control to refine sculptural form; combines multiple textural techniques; adapts the design creatively; uses dry-brushing expertly to create depth and subtle colour transitions. Final outcome shows exceptional craftsmanship.
<b>Theoretical Knowledge</b> (artists, artworks, context)	Limited understanding of how sculptors use texture, form or symbolism.	Understands why artists use texture, pattern and form to create impact; recognises that sculptural details enhance meaning.	Explains how sculptural choices (shape, texture, depth) communicate mood or character; links techniques to wider sculptural traditions.
<b>Disciplinary Knowledge</b> (discussing, interpreting, judging art)	Gives simple descriptive comments without evaluating decisions.	Uses vocabulary such as <i>texture, form, join, score, slip, dry-brush</i> to explain construction decisions.	Makes thoughtful evaluative comments about structure, balance, detail, colour and visual impact; reflects on artistic intention.

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## PE:

Teachers look at observed performance across lessons (motor competence, use of rules/tactics, engagement and teamwork) and judge where pupils sit relative to expected outcomes. No additional testing is needed.

## History:

Teachers review written outcomes, oral contributions, retrieval tasks and bookwork to judge substantive knowledge, the use of historical vocabulary, and disciplinary thinking such as sequencing, inference and cause/effect.

This ensures summative judgement is **closely connected to what was taught**, and avoids unnecessary marking or additional workloads, consistent with the DfE/EEF workload principles.

## C. Inputting Summative Outcomes into the Online Tracker

At the end of each unit:

1. Teachers enter a single judgement per pupil into the school's online tracking system (Working Towards / Working At / Greater Depth).
2. There is no requirement for uploading evidence or entering multiple statements.
3. This approach maintains a high signal-to-noise ratio: a small number of meaningful data points each year.

This system ensures that summative assessment adds value without increasing workload.

	A	B	C	D	E	F	G	H	I
1	<b>Y3 – Religion Assessment Entry</b>								
2	Enter assessment values only (topic columns). Pupil list and topic titles can be enabled by admin (see PQ_Instructions).								
3									
4	<a href="#">Back to year index</a>								
5						Hinduism 1: A Hindu Story: Rama and Sita	Hinduism 2: More Hindu Stories	Hinduism 3: Even more Hindu stories	Judaism 1: Abraham, Isaas, Jacob
6	Pupil Name	SEN	P	EA	Gender	Topic 1	Topic 2	Topic 3	Topic 4
7	Bill	No	No	No	Boy				
8	Ben	Yes	No	No	Girl				
9	Harry	No	Yes	No	Girl				
10	Hermoine	No	Yes	No	Girl				
11	Ron	No	Yes	No	Girl				

## D. How Subject Leaders Use the Data

Subject leaders access the summative data to:

- Identify patterns of attainment across year groups
- Spot strengths and gaps in curriculum implementation
- Plan CPD, resourcing and curriculum refinement
- Monitor equity for different pupil groups
- Prepare for subject reviews, learning walks and deep-dives

Because the judgements derive from standardised, curriculum-aligned grids, the data is **trustworthy, comparable across classes and years**, and gives subject leaders a clear overview of the effectiveness of their curriculum.

For example:

- **The Art Lead** can analyse progression in practical, theoretical and disciplinary knowledge across the school.
- **The PE Lead** can review how pupils are developing motor competence, tactical understanding and healthy participation in line with the curriculum map.
- **The History Lead** can track how well pupils are securing core narratives, historical vocabulary and disciplinary thinking across different Opening Worlds units.

Subject leaders then feed this into action planning and curriculum improvement.

### **E. Why This Approach Works**

Our approach to summative assessment in foundation subjects:

- **Ensures consistency and fairness** through shared, subject-aligned descriptors
- **Reduces teacher workload** by using evidence already generated in lessons
- **Provides valid information** rooted in curriculum knowledge rather than generic skills
- **Supports subject leadership and school improvement** through accurate, comparable data
- **Reflects EEF guidance** that assessment should be tightly linked to high-quality curriculum design and manageable for teachers

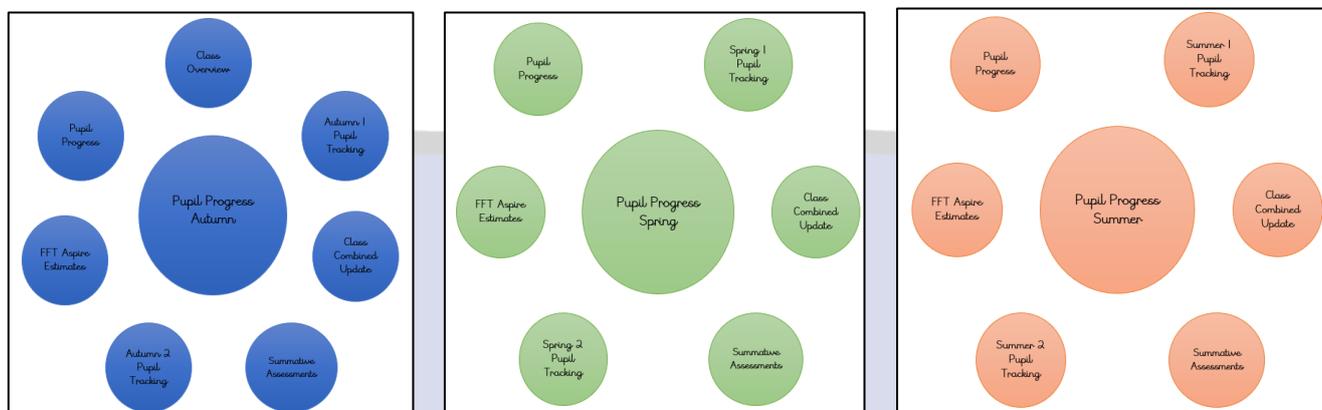
This ensures that summative assessment serves its true purpose: **informing teaching, understanding pupil progress, and strengthening the quality of education across the school.**

We can do it!



## Section 5: FFT Supported Pupil Progress Process at Banks Road

At Banks Road Primary School, our approach to Pupil Progress Meetings is designed to ensure that teachers are supported, confident in their assessment information, and fully prepared to discuss pupil outcomes, barriers and next steps. We use **FFT Aspire Pupil Tracking** as our whole-school platform to underpin this process.



### 1. Teacher Assessment & FFT Data Entry

Before each Pupil Progress cycle (Autumn, Spring, Summer):

- Teachers assess pupils in Reading, Writing and Maths.
- They enter attainment and progress data into **FFT Aspire**.
- FFT generates progress indicators and flightpaths which help teachers understand whether pupils are on track to meet end-of-year expectations.

This ensures that every teacher arrives at their review discussion with accurate, up-to-date information.

### 2. FFT Meeting with the Assessment Lead

Once teachers have updated their FFT data, they meet with the school's **Assessment Lead**.

The purpose of this meeting is to:

- Check that teachers understand their class-level and pupil-level data.
- Explore the progress indicators and projections FFT provides.
- Identify pupils who are exceeding, meeting, or below expected progress.
- Ensure teachers feel confident and supported before the Pupil Progress Meeting.
- Begin (or update) the **Pupil Progress Proforma**, including:
  - percentage breakdowns (ARE+, ARE, below ARE)
  - names of pupils in key groups (lowest 20%, SEND, PA, PP, EAL)
  - mini action plans for Reading, Writing and Maths
  - identified misconceptions, barriers and next steps
  - teacher reflection and notes

The Proforma becomes a *working document*, built on each term, so that patterns and progress across the year remain coherent and visible.

### 3. Pupil Progress Meeting (with Headteacher and/or Deputy Headteacher)

Following the FFT meeting:

- Teachers bring their updated **Pupil Progress Proforma** (now underpinned by FFT data).
- The meeting focuses on:
  - pupil progress across the term
  - evaluation of previous actions
  - groups requiring targeted support
  - curriculum or teaching adaptations
  - agreed priorities for the next term
- The Proforma is updated during the meeting and becomes the “single source of truth” for pupil outcomes.

### 4. Continued Use Across the Year

The same Proforma is revisited in:

- **Autumn Pupil Progress Meeting**
- **Spring Pupil Progress Meeting**
- **Summer Pupil Progress Meeting**

By using the same structured document throughout the year:

- Teachers can see the *impact of earlier actions*.
- Leaders can monitor *progress trajectories* clearly.
- Transition information becomes thorough and traceable.
- The process remains supportive, developmental and evidence-driven.

### 5. Why This System Works

- The FFT pre-meeting supports teacher confidence and data fluency.
- The Pupil Progress Meeting focuses on *professional dialogue* rather than admin.
- One Proforma per teacher ensures clarity and consistency across the year.
- Data discussions are aligned with whole-school assessment points (Aut2, Spr2, Sum2).



## Pupil Progress Meeting

<b>Teacher/s</b>	
<b>Year/Class</b>	
<b>Review with</b>	
<b>Date</b>	

<b>Reading</b>					
	End last year	End of autumn term (data)	End of spring term (data)	End of summer term (data)	Notes- Agreed targets
<b>% on track to attain below ARE</b>					
<b>Children's names</b>					
<b>% on track to attain ARE</b>					
<b>Children's names</b>					
<b>% on track to exceed ARE</b>					
<b>Children's names</b>					
<b>Lowest 20%</b>					



## Pupil Progress Meeting

<b>Interventions / outside agency support</b>							
<b>Evaluation of progress</b>							
<b>Surprises</b>							
<b>Children to watch</b>							
<b>Reading mini action plan</b>	<b>Issue</b>	<b>Children</b>	<b>Action/s</b>		<b>What success will look like</b>	<b>Parental Engagement</b>	<b>Evaluation (next meeting)</b>

Writing					
	End last year	End of autumn term	End of spring term	End of summer term	Notes
<b>% on track to attain below ARE</b>					
<b>Children's names</b>					
<b>% on track to attain ARE</b>					
<b>Children's names</b>					



## Pupil Progress Meeting

<b>% on track to exceed ARE</b>						
<b>Children's names</b>						
<b>Lowest 20%</b>						
<b>Interventions / outside agency support</b>						
<b>Evaluation of progress</b>						
<b>Surprises</b>						
<b>Children to watch</b>						
<b>Writing mini action plan</b>	<b>Issue</b>	<b>Children</b>	<b>Action/s</b>	<b>What success will look like</b>	<b>Parental Engagement</b>	<b>Evaluation (next meeting)</b>

### Maths

	<b>End last year</b>	<b>End of autumn term</b>	<b>End of spring term</b>	<b>End of summer term</b>	<b>Notes</b>



## Pupil Progress Meeting

<b>% on track to attain below ARE</b>						
<b>Children's names</b>						
<b>% on track to attain ARE</b>						
<b>Children's names</b>						
<b>% on track to exceed ARE</b>						
<b>Children's names</b>						
<b>Lowest 20%</b>						
<b>Interventions / outside agency support</b>						
<b>Evaluation of progress</b>						
<b>Surprises</b>						
<b>Children to watch</b>						
<b>Maths mini action plan</b>	<b>Issue</b>	<b>Children</b>	<b>Action/s</b>	<b>What success will look like</b>	<b>Parental Engagement</b>	<b>Evaluation (next meeting)</b>

