Primary Assessment Policy

Date Last Reviewed: September 2016
Reviewed by: Primary Executive Principal
Approved by: CEO
Next Review Due: September 2018

Maltby Learning Trust

This policy outlines the principals and processes for assessment at Key Stage one and two within the Maltby Learning Trust. A separate Foundation Stage assessment policy covers assessment in this phase.

PART A - THE PRINCIPLES OF ASSESSMENT

Within the Maltby Learning Trust we believe that assessment is an integral part of teaching and lies at the heart of promoting pupils' education. The primary principle of assessment is that it should be fit for the purpose intended. It should provide information which is clear, reliable and free from bias. Assessment should be used to impact directly on the learning experience received by the young people of the Maltby Learning Trust. It should lead to adjustments in the immediate, medium and long term experiences received by the children as teaching inputs and resource allocations are adjusted accordingly.

School leaders should be careful to ensure that the primary purpose of each type of assessment is clear and not distorted by using it for multiple purposes.

1.0 FORMS OF ASSESSMENT

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

There are three broad overarching forms of assessment, each with its own purposes.

INTERNAL FORMATIVE ASSESSMENT -

Taken on an on-going, live basis to inform teaching and learning, identify patterns and priorities in pupil performance and enable teachers to focus their efforts in the areas of most need in order to secure and deepen their understanding.
For example:

- Question and answer during class
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

INTERNAL SUMMATIVE ASSESSMENT -

Taken on a medium term (termly/yearly) basis in order to measure the performance of individual classes and cohorts of children and to hold teachers to account for the performance of the children they teach.
For example:

- End of year exams
- Short end of topic or unit tests
- Reviews for pupils with SEN and disabilities
- Assessments performed to quality assure teacher judgements

NATIONAL ASSESSMENT FOR ACCOUNTABILITY -

Taken to measure long term patterns in pupil and school performance and to hold school leaders to account for the performance of the pupils within their schools and academies.

For example:

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1

2.0 - THE PURPOSES OF ASSESSMENT

Effective assessment will be clearly tied to its purpose. Before designing or selecting an assessment method, teachers and school leaders should be clear:

- Why pupils are being assessed
- The things which the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

Assessment is used for different purposes and audiences.

IN-SCHOOL, FORMATIVE ASSESSMENT -

For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve. It should facilitate and support an on-going dialogue with the teacher about their learning and next steps.

For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

For teachers:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

For the Government:

The Commission on Assessment made it clear that the Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.

For Ofsted:

Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools.

IN-SCHOOL, SUMMATIVE ASSESSMENT -

For pupils:

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

For parents:

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

For teachers:

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. It may be used to reflect on progress from baselines and in year attainment.

For the Government:

The Government does not have a role in determining in-school summative assessment. The Commission on Assessment clearly stated that it is for schools to decide which forms of in-school summative assessment best suit their needs and those of their pupils. In-school summative assessment is not designed to support comparisons between schools nationally, but may be used to compare schools within the Trust to identify trends in performance and deploy resources accordingly.

For Ofsted:

Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance. The school and Trust leadership will therefore want to be confident that systems are sufficiently rigorous to support their assessment of pupil performance and in-school progress.

NATIONALLY STANDARDISED SUMMATIVE ASSESSMENT -

For pupils and parents:

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

For parents:

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

For teachers:

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders, school governors and the Trust:

Nationally standardised summative assessment enables school and Trust leaders and governors to benchmark their schools' performance against other schools locally and nationally, and make judgements about the individual school's effectiveness and the effectiveness of the Trust as a whole.

For the Government:

Nationally standardised summative assessment allows the Government to hold providers of education (such as the Maltby Learning Trust) to account and to measure the impact of educational policy making.

For Ofsted:

Nationally standardised summative assessment provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

# PART B - MALTBY LEARNING TRUST POLICY AND PRACTICE

Within the Maltby Learning Trust we have defined procedures which are intended to ensure that assessment, whether formative or summative, is effective, impacts directly on pupil outcomes and supports teaching and learning. It enables leadership to hold teachers to account for the performance of their pupils without adding disproportionately to teacher workload. The following section defines the procedures which have been decided in order to ensure assessment is efficient and effective.

1.0 – MLT PRINCIPLES OF FORMATIVE ASSESSMENT:

The Trust procedures for formative assessment enable teachers to make on-going assessments of pupil understanding and attainment. They will enable pupils to apply knowledge and skills towards demonstrating deep understanding of end of year goals. Used effectively, the Trust procedures should ensure teachers develop a secure understanding of the most effective teaching strategies.

1.1 MLT DEFINITION OF FORMATIVE ASSESSMENT -

Formative assessment is not a system or recording strategy (although in order to be effective, evidence and judgements will need to be noted), but is integral to the teaching and learning process. The types of formative assessment ranges through the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.
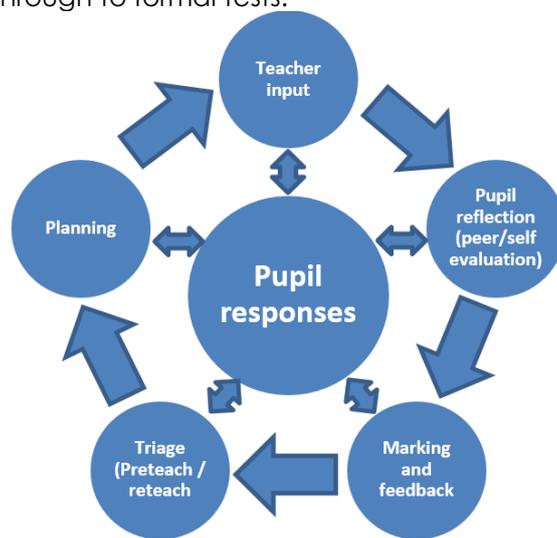
Step 1 – Teacher input – Planned input by teacher with clear learning intentions based on a firm knowledge of the PoS and the teacher's judgement of how the pupil's previous learning and understanding of a concept is built upon.

Teachers should consider:

- The overall learning journey of the pupils (master plan)
- Learning intention
- Key questions
- Success Criteria
- How pupil responses will be assessed

Step 2 - Reflection – Children should be able to reflect on their learning or that of others and be empowered to take control of their next steps.

Teachers should consider:

- Methods of on-going assessment of pupil understanding throughout the session
- Clarity, appropriateness and accuracy of Success Criteria/LI
- Framework for pupil reflection
- How future planning will be adapted in response to pupil feedback

Step 3 – Marking and feedback – Teachers and other adults should ensure that pupils receive timely and constructive feedback relating to the LI/SC – this can be verbal or written.
Teachers should consider:

- Whether a verbal or written response is required – has the child received feedback during the session? Will a written comment impact beyond the feedback already given?
- Pupils' reflections on their learning
- Whether non-negotiable basic expectations have been met
- Responses of pupils during the session other than written responses
- How quality curriculum time can be given to enable pupil's to respond to feedback
- Pupils' depth of understanding in relation to the level of their response, the effort they put in to the session and whether they should have learning deepened, consolidated or reinforced.

Step 4 -Triage – If a child has misconceptions or has demonstrated a lack of depth in their understanding of an upcoming concept, this should be addressed by either re-teaching the concept prior to the next session or teaching it in advance of the concept being revisited.

- How/when pupils will be able to demonstrate that they have addressed the identified learning gap or further deepened their understanding.
- Whether sufficient numbers of children have not deepened their understanding to require the area to be secured for the whole class

Step 5 – Adjustment to Planning – All pupil responses should result in an adjustment to the planned learning experiences.

- Does a session need adjusting mid-way through?
- Does the outline plan for the week take account of pupils' current depth of understanding?
- Do the pupils need further consolidation/deepening prior to learning being moved forwards?

2.0 – USE OF ASSESSMENT DATA FOR ACCOUNTABILITY

Within the MLT, assessment data is used at a number of different levels in order to inform stakeholders and leaders of the performance of pupils, and to hold teachers and leaders at all levels to account.

2.1 - INTERNAL ACADEMY USE OF ASSESSMENT DATA

Summative data should be used within academies to target resources, identify patterns in attainment and performance and to hold teachers and leaders to account. There are a number of ways this data is used and analysed, some of which are outlined below.

(i)   Pupil Progress Meetings

Within the Maltby Learning Trust, summative and formative assessment data are reviewed for individual classes through the use of pupil progress meetings. These forums are used to review the progress children are making, challenge performance and review teaching provision and intervention. During these meetings, formative assessment must be used in combination with summative assessment in order to form a comprehensive view of each child's attainment and progress. Pupils should be looked at as individuals and as part of the contextual groups of which they are a part in order to identify and challenge differentials in performance. Standardised documents are used to prepare for and log Pupil Progress Meetings these are detailed below.

(ii)   Leadership Analyses

Data from pupil progress meetings should be used in school to draw conclusions about differentials in performance and to inform priorities and development planning. The effectiveness with which this data is used will form part of the judgement on effectiveness of leadership and management. The data will be used both to direct resources and to hold teachers and middle leaders to account for the performance of classes and key areas of the school.

(iii)   Governors Evaluation

At academy level, local governing bodies will review data at the Raising Attainment Committee meeting. At this forum it is expected that Principals will present a comprehensive evaluation of the summative and formative assessment across the school. Comparisons should be presented of contextual groups and different year groups in order to enable governors to form a view of school performance. All data presented much be contextualised alongside national and local data sets for comparison. Data will be used by Governors to hold leaders to account for the performance of individuals, groups and cohorts across the school.

2.2 – USE OF DATA AT TRUST EXECUTIVE LEVEL

Within the executive leadership team, data on academy performance will be presented outlining the key risks and strengths of each academy. This will enable resources to be efficiently and effectively directed. The data will be used by directors to challenge the CEO and Executive Leadership over the performance of individual schools and academies. The data will also be used by the executive board to hold leaders to account for the performance of individual academies.

APPENDIX 1.0 TRUST CLASSROOM PRACTICE

1.1 - CLASS RECORDING SYSTEMS

It is vital that the teacher has a system within their class which facilitates the collection of on-going assessment data provided by the methods outlined above. This is both in order to enable the accurate adjustment of day to day teaching and to enable the collection of assessment data within the 'Classtrack' system.

These systems could take several forms:

(i)   Interactive assessment collection systems

Teachers should have a system for gathering and assessing pupil progress and development. This could take the form of mark books or an interactive board (such as the 'master plan') which are used to collect children's responses and record their level of thinking. These boards can be contributed to by all adults and by children in the classrooms to record the areas which children have succeeded in, found challenging or shown increasing depth within. Entries on the board should be dated and used to inform next steps and 'classtrack'.

(ii)   Annotations of planning/Assessment records

Teachers are expected to keep informal notes on the way in which they have adjusted their planning and teaching in order to respond to the needs of pupils. These notes should be kept in teacher's own files and provide an ongoing record of pupil's understanding and progress. The information must include that provided by the teaching assistants and the children – systems must be put in place to enable the collection of this data.

(iii)   Use of pupil books to record formative data

Pupil books can be used to record formative data, however this must enable the collection and recording of data into the Class track system and the adjustment of day-to-day teaching. This will be challenging to achieve without additional work for the teacher being created.

1.2 - CLASSTRACK ASSESSMENT

The classtrack assessment system is based on the SAS (Steps and Stages) grids produced centrally by the Trust through the APPL and APPN teams. These statements form the basis of assessment and progression in maths, reading and writing in the Trust and the measure of children's knowledge of them is the main indicator of progress.

The Classtrack assessments are measured against the depth of understanding shown by pupils for each statement. Supplementary documentation is available to guide this but fundamentally it is for teachers to decide, using their up-to-date formative assessment, knowledge of the child and curricular knowledge, what the child's depth of understanding of a particular concept is.

The child's depth of understanding is measured against a colour coded scale –

Not covered/ assessed	- The objective has not yet been taught during the current year. - The objective has been taught but the child is SEND with a cognitive need and therefore is assessed below their chronological year group PoS
Covered – not understood	- The objective has been taught but the child can only understand the objective with heavy modelling or visual image/practical equipment
Covered – Understood with support	- The child can understand the objective and understands/starts to apply it with increasing consistency and independence with some use of practical equipment or visual images.
Covered – Fully understood	- The child applies the objective and is able to do so consistently, independently and without additional support
Covered – Deep understanding	- The child can apply the objective in different contexts without the use of visual images or practical equipment.

These are recorded in classtrack on a **regular** and **routine** basis.

Classtrack must be used as a routine part of marking and assessment in order to ensure that assessments are accurate and that assessment remains manageable for the teacher. It is expected that classtrack is therefore used on an ongoing basis to record pupil's levels of understanding. It is not intended to be used to record judgements summatively at the end of a learning cycle – this is neither efficient nor accurate. There are several ways in which classtrack could be used:

(i) During lessons

Classtrack should be used to record pupil's assessments directly during lessons – this could be during a group activity where a teacher or TA is looking for specific responses or during whole class teaching in order to adjust previous ideas of pupil understanding.

(ii) During marking/reviewing pupil responses

Classtrack should be used to make assessments while marking and reviewing pupil responses. This could be through a review of notes from a lesson, pupil's self/peer review or through the evidence seen when marking pupil books. The systems which are in place in the classroom to gather and record pupil's thinking and adult's notes are key in this aspect.

(iii) From end of unit mini-assessments

Mini gap-closing tasks can be used to test a pupil's understanding at the end of a unit of work or, in writing, performance can be judged from looking at 'hot tasks' in unaided writing. The information from these assessments can be valuable in enabling a picture of overall pupil depth of understanding to be developed.

(iv) From Summative Assessments

Summative assessment analysis can be used to form a view of pupil understanding, this information must be added to the range of Classtrack data.

1.2 - USE OF FORMATIVE ASSESSMENT

Within the Trust formative assessment is used as the key tool to enable teachers to adjust the provision for individuals and groups. At the heart of the formative assessment process are the responses the teacher receives from the pupil. These responses will enable the teacher to judge the depth of understanding pupils are showing of a particular skill or concept and the appropriate next step. This is a powerful tool in enabling the teacher to adapt their teaching in order to either move the pupils on to their next steps or to reinforce the learning which has taken place.

In order to collect this information it is vital that the teacher uses a range of on-going assessment strategies in to ensure that they have a full and detailed understanding of the child's attainment profile. Below is a list of some of the strategies teachers should use to inform them of pupil attainment and understanding.

(i)   Questioning/Pupil Discussion

Teachers should be routinely using a range of questioning strategies in order to measure the understanding of the pupils in their class. Teachers should consider the range of open and closed questions they use with groups and individuals in order to measure the level of confidence they show and probe the depth of their understanding. They should also use discussions with pupils to extend and challenge pupils. The systems for collecting formative information in the classroom outlined below should be used in order to ensure this information isn't lost.

(ii)   Marking and Feedback

Methods of marking and feedback are outlined in the separate policy – however, marking and feedback should be used to enable assessments to be made and inform future planning. Pupil's recorded work is a key area of assessment evidence and marking should facilitate the easy recognition and recording of where pupils give evidence of their understanding. Pupils could be challenged to test their understanding through marking and feedback – the setting of short challenges during/between sessions provides very valuable information.

(iii)   Triage/Pre-teach

These methods should be used to enable pupils to address any misconceptions they have and enable their thinking to be extended – this can enable a clear idea of assessment needs and understanding of individuals to be developed.

(iv)   Gap Closing Assessments

Short gap-closing assessments should be used at the end of a unit of work in Maths or English to check a child's understanding of a concept. This will comprise no more than three to four questions around a concept which will probe the main areas covered at an increasing level of complexity – this information will be used to inform 'classtrack' assessments. Children who show they do not understand the concepts covered will have their misconceptions addressed at subsequent triage sessions or pre-teach prior to revisiting the concept.

1.3 - FREQUENCY OF FORMATIVE ASSESSMENT

Classtrack assessments should be added continually throughout each learning cycle. It is expected that each child will have regular updated to their classtrack record and this will be monitored and addressed at pupil progress meetings. It is expected that children will be assessed repeatedly at any given depth of understanding before moving to the next – this shows that teachers are considering the range of assessment on a regular basis. Assessing in bulk at the end of a cycle is not good practice and will be discouraged – classtrack assessment should be rapid, repeated, frequent and current.

1.4 – SUMMATIVE ASSESSMENT

Summative assessment data is defined as that which is a 'snapshot' of children's performance. It is gathered in order to draw an independent and reliable view of the performance of individuals, cohorts, groups and Academies. The data will be used to identify strengths, areas for development and to hold teachers and leaders to account.

1.5 – FORMS OF SUMMATIVE DATA

Within the Maltby Learning Trust Summative assessment takes three forms.

(i) Summative Test Assessment Data

Summative assessments are performed termly in order provide a cross reference to teacher's formative assessments. The summative assessment data should be used as an aid to conversations about pupil understanding and should enable moderation to take place. Summative assessments should be used to hold teachers to account for the performance of their pupils and to compare the performance of individuals, groups and cohorts. It should help to eliminate any cross school variation in moderation and be used as a direct comparator. Assessments can also be used formatively in order to assess pupil understanding of different concepts and areas of learning.

(ii) Classtrack data

Classtrack data can be analysed summatively in order to draw broad conclusions about pupil performance and to compare the performance of individuals, cohorts and groups. A comparison of classtrack and assessment summative data can also be used to draw broad conclusions about the performance of pupils, teachers and schools.

(iii) Deeper Learning Final assessment

Once the Summative assessment data from testing has been looked at and the classtrack data produced, this is used during a pupil progress meeting discussion to make an informed decision about each individual child's depth of understanding. This is entered into the 'Deeper Learning' section of o-track and is used as a final decision on a child's current attainment. This is then used to official reporting to all major stakeholders.

1.6 - FREQUENCY OF SUMMATIVE ASSESSMENT TESTING

Within Maltby Learning Trust schools, summative assessment testing takes place termly with data capture for summative assessments falling at Christmas, Easter and summer end. The test used for summative assessment will be standardised across the Trust to enable direct comparisons to be drawn.
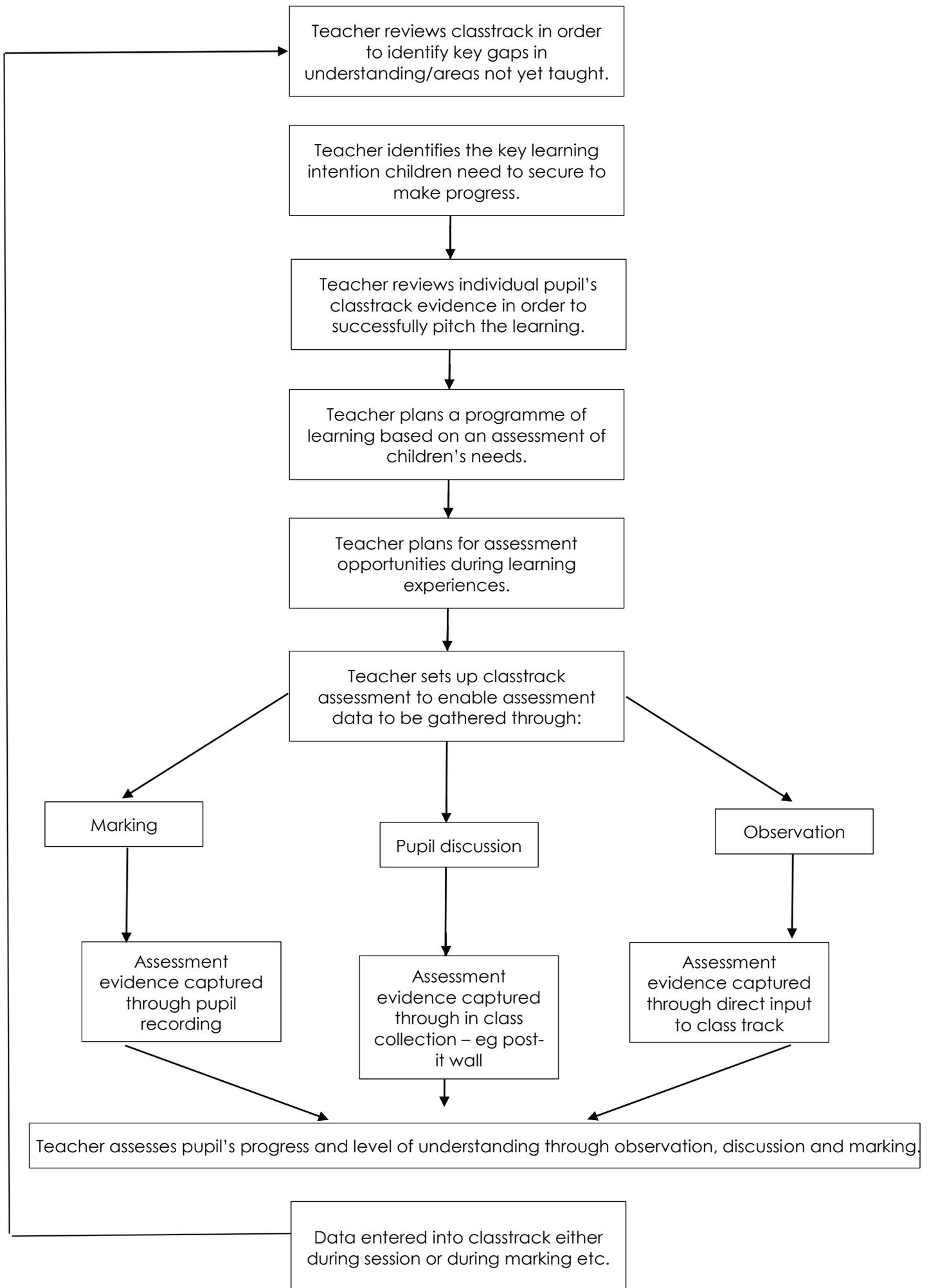
APPENDIX 2 – FORMS AND REPORTS

Data can be presented in a wealth of different ways. Within the Trust there are a series of standardised systems and processes which require data to be presented within standardised formats produced by the Trust.

USE OF CLASS TRACK

Class Track is designed to be used as a formative assessment logging tool. It is best used continuously and regularly – if it is not updated in this way it stops becoming a useful tool and becomes an exercise in form filling – this leads to an extra burden of work which s the opposite intention of the system. In order to avoid this, it is suggested that colleagues follow the following guidelines:

Not covered/ assessed	- The objective has not yet been taught during the current year. - The objective has been taught but the child is SEND with a cognitive need and therefore is assessed below their chronological year group PoS
Covered – not understood	- The objective has been taught but the child can only understand the objective with heavy modelling or visual image/practical equipment
Covered – Understood with support	- The child can understand the objective and understands/starts to apply it with increasing consistency and independence with some use of practical equipment or visual images.
Covered – Fully understood	- The child applies the objective and is able to do so consistently, independently and without additional support
Covered – Deep understanding	- The child can apply the objective in different contexts without the use of visual images or practical equipment.

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┌─────────────────────────────┐
│  Teacher reviews classtrack  │
│   in order to identify key   │
│        gaps in               │
│ understanding/areas not yet  │
│         taught.              │
└─────────────────────────────┘

┌─────────────────────────────┐
│  Teacher identifies the key  │
│  learning intention children │
│   need to secure to make     │
│        progress.             │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Teacher reviews individual  │
│   pupil's classtrack         │
│  evidence in order to        │
│ successfully pitch the       │
│        learning.             │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Teacher plans a programme   │
│  of learning based on an     │
│   assessment of children's   │
│         needs.               │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Teacher plans for           │
│  assessment opportunities    │
│   during learning            │
│      experiences.            │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Teacher sets up classtrack  │
│   assessment to enable       │
│  assessment data to be       │
│     gathered through:        │
└─────────────────────────────┘
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Marking

Pupil discussion

Observation

Assessment evidence captured through pupil recording

Assessment evidence captured through in class collection – eg post-it wall

Assessment evidence captured through direct input to class track

Teacher assesses pupil's progress and level of understanding through observation, discussion and marking.

Data entered into classtrack either during session or during marking etc.

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Class track should be filled in continuously as formative information is gathered on pupil progress. Only if the system is used in this way will the evidence collected be sufficiently accurate.
It is important that the recording of information in Classtrack is consistently applied therefore the following guidance should be followed when deciding which colour to assign to a particular statement:

When recording judgements in classtrack, a particular colour can be given to a child even if that colour has been applied previously OR if a child has previously received a colour indicating they demonstrated a greater level of depth. This ensures that a teacher can demonstrate they are assessing every child regularly across the full range of the curriculum and that if a teacher recognises that they may have moved a child to a greater level of depth too soon this can be adjusted.

O-TRACK REPORTS

O-track is the reporting arm of the classtrack system, it enables the data within classtrack to be analysed and used to draw broad conclusions about the accuracy of the assessments and patterns being shown by them. O-track also enables a definitive overall summative assessment to be entered for each child through the 'Deeper Learning' module. This is used at Pupil Progress meetings to give an overall summative assessment of a pupil's attainment.

Reports in otrack analyse the classtrack data in one of two ways, either as a simple percentage of RAGP statements or by using the MLT average points score. The MLT average points score gives a value to the colour each statement is assessed as (Red=1/Amber=2/Green=3/Purple=4) these values are then calculated as an average to produce an overall aps.

A summary of the current o-track reports is laid out below:

(i) **Change Log**
This simple report enables leaders to see a summary of what changes have been made on an individual class's 'class track' records, when they were made and how many statements have been changed.

Purpose
Hold teachers to account for the number of times they have assessed and the implied accuracy of assessment. There should be a strong indication that assessment is on-going and continuous – large numbers of assessments being made at the end of a half term would indicate that 'Classtrack' is not part of embedded classroom practice.

(ii) **Depth of knowledge by term**

This enables teachers and leaders to see what percentage of statements for each subject individual pupils have as each colour. This report can be filtered by vulnerable group and unassessed statements can be included or excluded.

(iii) **Maltby In-year Attainment Overview**

This reports shows pupils average attainment represented by an average points score produced from the total number of assessed statements (for full methodology see above). The report can be filtered by vulnerable group or by assessed/unassessed statements. The report can be 'drilled down' within in order to interrogate the data of an individual child.

(iv) **Maltby Rank Map**

This report orders the children by their average points score within the RAGP summary bands. This enables broad conclusions about attainment to be drawn. The map can be filtered to include/exclude unassessed statements or by vulnerable group.

(v)   Outcomes Overview

This report presents the percentage of pupils achieving a specified colour on each statement. This can then be drilled into to show which specific pupils attain at each colour. This can be filtered to remove unassessed statements and by vulnerable group.

(vi)   Pupil Assessment Sheet

This shows the overall assessments for every statement for an individual child with the number of times each statement has been assessed.

(vii)   Pupil Subject Development

This report lists the statements for an individual pupil by assessed colour (RAGP).

(viii) Pupil Summary of Attainment

This report shows the summary of attainment in a half term for individual children and groups summarised under the broad curriculum headings.

DEEPER LEARNING/DEEPER LEARNING REPORTS

As mentioned above, Deeper Learning is used to enter a final summative judgement of a child's attainment. Using RAGP ratings (please note that Grey cannot be entered – these children should be entered as red in the DL reports). This data is used to provide a straightforward analysis of data for wider stakeholders.

DEEPER LEARNING ON-TRACK ANALYSIS

This report provides a year group by year group on-track report for stakeholder. It can be filtered by vulnerable group to provide an in-depth analysis.

PUPIL PROGRESS MEETINGS

Within the Maltby Learning Trust Pupil Progress Meetings are used to enable teachers and leaders to develop their understanding of the current attainment profiles of individuals and groups of pupils within individual cohorts and across the academies. Because pupil progress meetings in individual schools can be used to produce evidence of the differences in performance of groups and individuals across the Trust, it is important that there is a standardisation of the documentation and evidence which is gathered to facilitate these meetings. It is equally important that the minutes and/or notes which are produced as a record of the agreed actions of the meeting are recorded in an understandable, clear, concise and common format.

As a result, the following are the standardised documents which are suggested as good practice within the Trust and should be used at PPM with KS1 and KS2 (see separate policy for FS documents).