



Learn-AT

Learning ~ Fellowship

Assessment Framework

LAT030 Version 3 Updated May 2022

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1. Learn-AT Assessment Framework

- 1.1. This framework was agreed by the Learn-AT Assessment Working Group as a result of extensive research, engagement with current and respected commentators and primary assessment specialists, reflection and consultation. The group's work has been informed by:
- Attendance at Beyond Levels Assessment Conferences – hearing from eminent speakers and commentators on principled assessment such as Tim Oates, Sean Harford (HMI); Alison Peacock; James Pembroke; Michael Tidd; Mick Walters and more;
 - Collaborative study of key texts such as Embedded Formative Assessment by Dylan William; Assessing Pupil Progress by Daisy Christodoulou; Assessment for Learning Without Limits by Alison Peacock; Leaders of their own Learning by Ron Berger;
 - Influential, authoritative reports on assessment such as the NAHT Commission on Assessment Report 2014; What Makes Great Assessment? (2017); EEF Toolkit.

2. Aims

- 2.1. The aim of this document is to provide an assessment framework for Learn-AT schools which:
- embeds formative assessment in quality first teaching, impacting positively on pupils' learning outcomes and supporting teachers and leaders to secure at least one year's progress for every year of teaching, for every pupil, in every year of primary school;
 - provides a reliable mechanism for school leaders and teachers to evaluate progress and moderate standards and expectations in core and foundation subjects, in individual academies and across the Trust;
 - supports the collection of simple, clear summative data and pertinent analysis relating to pupil attainment in Maths and English which supports continued progress in pupil learning, as well as academy and trust self-evaluation and school improvement.

3. Assumptions

- 3.1. The expectations set by the National Curriculum (2014) are high. If a pupil is a 'secure learner' in one year-group, and remains a secure learner a year later, it is assumed that he/she has made one year of progress for one year of teaching. This represents good progress. Excellent progress would be represented by achieving a deeper level of understanding, making lateral connections across contextual and subject boundaries, using knowledge mastered for extended reasoning and problem solving etc. Good or better progress *would not involve moving on to the programme of study for the year group above.*
- 3.2. If a pupil has fallen behind and requires additional support to work securely within the programme of study for their year group, or is working below their year group

expectations, it is assumed that their progress needs to accelerate; they need to 'catch-up'. Action is required to accelerate progress – e.g. further additional support or effective intervention informed by research evidence. These pupils need to make rapid progress.

4. The curriculum as the progression model

- 4.1. We assess pupils' progress on the basis of how much of a coherent, clearly defined and sequenced curriculum for each subject they have learned.
- 4.2. Teachers teach their pupils such a curriculum for each subject, planned from the appropriate National Curriculum Programme of Study. They use a range of strategies, outlined below, to evaluate the extent to which pupils have learned and remembered what they taught. Pupil progress, evaluated in this way, is discussed and moderated in regular pupil progress meetings with colleagues and leaders.

5. Formative assessment embedded in teaching and learning

- 5.1. Teachers use formative assessment strategies to check for pupils' understanding. Learn-AT expects all its academies to be working to establish research-informed, quality first teaching, for all pupils, including formative assessment strategies such as:
 - clear learning objectives
 - co-constructed success criteria
 - effective questioning
 - retrieval practice activities
 - effective feedback
 - the use of a repertoire of low stakes continuous assessment activities e.g. tasks, tests, quizzes, exit tickets etc to support teachers' evaluation of pupil understanding and learning, inform their planning for next steps, addressing misconceptions and pupils' individual learning needs.
 - A mastery approach to pedagogy

6. Pupil Progress Meetings

- 6.1. School leaders at all levels and class teachers engage in Pupil Progress Meetings (PPMs) *at the end of each half term*. These meetings are structured conversations which consider the range of evidence relating to pupil achievement (attainment and progress) during the previous several weeks. They provide a regular opportunity to:
 - moderate expectations and standards in each class and year group through triangulation of evidence which includes pupils' work, outcomes of their assessment activities, tests and quizzes and so on;
 - evaluate pupils' progress from their key stage starting points and, where

concerns emerge, consider what needs to be done at class, school or trust level to ensure pupils' do not continue to fall behind;

- evaluate the quality of education, standards and achievement in the foundation subjects
- moderate teachers' assessments of pupil learning, understanding and achievement in the core and foundation subjects
- provide responsive professional development for teachers relating to quality first teaching, assessment literacy and practice, effective learning interventions; effective differentiation for mastery (provision of additional support, rapid intervention, pre-teaching, scaffolding, time etc) and the provision of opportunities for deeper learning.

6.2. PPMs consider all pupils at some point during the year, but individual meetings may consider a sample of pupils rather than the whole class, including a representative sample of groups within the cohort e.g. more-able, disadvantaged, SEND, looked-after, boys and girls.

7. Summative assessment at school level in English and Maths

Universal expectations in core subjects

7.1. The trust sets two ambitious, universal objectives for pupil achievement in Maths, Reading and Writing by the end of each key stage:

- All pupils (except for those with a specific cognitive impairment) and regardless of their background, achieve at least the standard expected for their age
- ***All pupils, including those with SEND, make very good progress from their starting points***

8. Summative Assessment

Reading, Writing and Mathematics

8.1. Taking account of all the evidence accumulated since the last summative assessment point, including the results of standardised tests or any other tests or other assessment activities, teachers arrive at a summative assessment of pupil achievement in reading, writing and mathematics. They evaluate current attainment by considering how well children have learned what teachers have taught since the last summative assessment point and enter their judgements into O-Track according to the following key:

- Pupils who are working securely within the programme of study for their age are considered 'secure learners' and are coded 'green'.
- Those who are achieving a deeper level of understanding of objectives from the programme of study for their year group, are coded 'purple'.
- Those who are working within the programme of study for their age, but require regular and significant additional support, are coded 'yellow'.

8.2. For those pupils working within a core subject programme of study (PoS) below

that for their age, teachers estimate the PoS which is the best fit for the pupil's outcomes and record this as Y0, Y1, Y2, Y3, Y4, Y5 or Y6.

- 8.3. This summative data is usually updated in O-Track three times per year. Any changes are discussed at PPMs. It is expected that teachers will not change their judgement about every child at each update, only making changes where it is agreed that significant change in attainment is evident. Where there is a school improvement imperative, it may be necessary to review assessment judgements half termly.

Standardised Tests

- 8.4. Standardised Tests (Rising Stars – PUMA and PIRA and GaPS) are conducted three times a year – in the two weeks preceding a summative assessment point. The results of these tests inform:
- an evaluation of the progress pupils make throughout the year and year-on-year;
 - moderation and bench-marking of standards and expectations across year groups within schools and between trust schools.
 - triangulation of the evidence available to inform teachers' summative assessment judgements.
 - Formative assessment of whole class and cohort gaps in learning and misconceptions to inform teachers' planning for future teaching and learning and school leaders' planning for professional learning and school improvement.
- 8.5. Scores from standardised tests (not age standardised) are recorded in the 'Scores' section of O-Track.

Statutory Assessment

- 8.6. National tests and statutory assessments in core subjects are conducted in the year groups and at the points dictated by the DfE.

Optimum O-Track

- 8.7. Members of the Learn-AT Assessment Group have worked with key personnel at O-Track to create a tracking and assessment analysis system which reflects this assessment model. Teachers enter their summative judgements into the software as outlined above, in addition to the scores their pupils achieve in the standardised tests at the intervals described. From this simple, 'once-only' data input, the system can generate a suite of reports which support comprehensive analysis of pupil attainment, including groups, at academy and trust level. Further evaluation of pupils' progress is supported by analysis of pupils' standardised test outcomes.

Assessment in Foundation Subjects at school level

- 8.8. In foundation subjects Learn-AT school work on the principle that the curriculum is the progression model. The Learn-AT Curriculum and Pedagogy Framework supports the provision of precise and detailed programmes of study for each of the foundation subjects and RE. Teachers use low stakes assessment tasks, tests and quizzes to assess the extent to which pupils have learned and remembered

age-appropriate curriculum content and develop domain specific skills. These assessments form the basis of teachers' summative judgements made at the end of the year, indicate children's attainment. Schools may use the key outlined above to record these annual judgements in O-Track and to report to parents.

Monitoring and Review

8.9. This policy is reviewed regularly by the Learn-AT Assessment Working Group.

8.10. Date of last review: October 2021

Appendix 1: Learn-AT Assessment Framework Calendar

	Sep	Oct	Nov	Dec	Jan	Feb	Feb	March	April	May	June	July
5. Statutory Assessment										SATs etc		
4. Trust level Summative Assessment – Standardised Tests			Standardised tests – PUMA/PIRA Scores > O-Track				Standardised tests PUMA/PIRA Scores > O-Track			Standardised tests PUMA/PIRA Scores > O-Track		
3. Trust level Summative Assessment				Summative TA -> OTrack (on or before nearest working day to 15 th)				Summative TA -> OTrack (on or before nearest working day to 15 th)			Final summative end of year TA (at EXS+ and GDS) -> OTrack (on or before nearest working day to 15 th , apart from Year 6)	Year 6 data -> OTrack asap after SATs results release
2. Strategic formative and summative assessment at academy level	Pupil Progress Meetings		Pupil progress meetings			Pupil progress meetings		Pupil progress meetings			Pupil progress meetings	
<p>Pupil Progress Meetings</p> <p>These meetings are the fulcrum of the Learn-AT assessment model. Leaders at all levels engage class teachers in a carefully structured discussion about pupil achievement in core and foundations subjects, which also serves a range of school improvement purposes:</p> <p>CPDL for teachers: assessment literacy; progress – <i>showing not measuring</i>; dialogue around pupils' starting points; triangulation of evidence; know your impact; evaluation of the quality of teaching; understanding what mastery and deeper learning might look like; differentiation for mastery; curriculum; accountability; effective intervention;</p> <p>Moderation: opportunity for school leaders to moderate teacher assessment judgements; consideration alongside standardised tests scores.</p> <p>Monitoring: opportunity for triangulation of assessment evidence including work scrutiny, range of assessment activities; differentiation – in terms of support provided, time allowed, deeper learning opportunities; expectations; pitch; curriculum breadth.</p> <p>Intervention planning: evaluation of pupils' needs and how to ensure they are met.</p>												

	<p>These meetings may focus on a target group of pupils but should include pupils identified as at risk of falling behind, challenge for all pupils, including the more able, SEND and disadvantaged. The progress of all pupils should be discussed at least once per term.</p> <p>Moderation of teacher assessments in the foundation subjects</p> <p>Key Questions:</p> <p>Who are your secure learners in reading, writing, spelling, grammar, mathematics and one other subject? Show me how you know? Does their achievement now relate to their starting points?</p> <p>Who is working at greater depth? Show me how you know. How does this achievement relate to pupils' starting points?</p> <p>Who are you worried about? Show me why? How does their progress relate to their starting points? What have you tried already? What shall you/we do next and what is the rationale/evidence that it might be effective? How will we know if it's effective?</p> <p>What assessment tasks and tests are you using to evaluate the depth of learning?</p>
<p>1. Quality First Teaching in all classrooms.</p>	<p>Quality first teaching of a rich, rigorous and coherent curriculum – the foundation of the assessment framework. Strategic formative assessment embedded in pedagogy – e.g. clear learning intentions; co-constructed success criteria; effective questioning; retrieval practice activities; low stakes continuous assessment activities e.g. tasks, tests, quizzes, exit tickets; effective FEEDBACK.</p>

Appendix 2: Guidance for schools: PUMA, PIRA & GAPS tests and Teacher Assessment updates.

PUMA, PIRA & GAPS (and previous SATs papers in Year 6)

Administration and marking the papers

Year 1 – Year 5

Administer **ALL** tests (PIRA, PUMA and GAPS) in the following windows:

AUTUMN term – the 2 weeks immediately **after** October half term

SPRING term – the 2 weeks immediately **after** February half term

SUMMER term – the 2 weeks immediately **before** May half term

N.B. If SATs create difficulty in administering during this window, it may be extended to include the 2-3 weeks immediately following half term

Year 6

Year 6 should attempt the reading, maths and SPaG SATs papers of previous years instead of PUMA, PIRA and GAPS. During the autumn and spring, the tests should be administered at the same time as the tests in the other year groups. During the summer term, schools should decide whether the administration of previous SATs papers just prior to the actual SATs would be beneficial to the pupils.

Administer the specific past SATs papers according to the following table:

	Academic Year				
	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026
Autumn Term	2017	2018	2019	2022	2023
Spring Term	2018	2019	2022	2023	2024
Summer Term	2019	2022	2023	2024	2025

Refer to the relevant teacher manual for administration guidance and mark schemes.

Calculating and recording the scores

Year 1 – Year 5

After marking the papers, work out the standardised score from a pupil's raw score using the tables in the relevant manual. There is no need to work out the age standardised score or Hodder score and there is no requirement to fill in the question level analysis boxes on the front of the answer papers.

The standardised scores should be entered into OTrack (Assess icon – Scores – Test Scores) by the end of each assessment window.

Year 6

After marking the papers, work out the scaled score from a pupil's raw score using the STA KS2 scaled score conversion tables (you can find these on the Gov.uk website).

The scaled scores should be entered into OTrack (Assess icon – Scores – Test Scores) after

autumn term and spring term assessment windows – see below for data entry guidance in the summer term.

Analysis of the standardised scores

The tables below provide teachers with a possible indication of the standard a pupil might be working at. However, this measure should never be solely relied upon: it should form part of a summative teacher judgement. For example, a pupil scoring below 91 in a Key Stage 1 PUMA test might consistently demonstrate the expected standard in the classroom and, therefore, be awarded G (green) in OTrack.

It is also very important to remember that a single, isolated standardised score should never be used to make a definitive judgement about a pupil. An average of at least 3 of an individual's recent test scores will give a better representation of their attainment. Even then, caution must be exercised.

New PiRA performance indicators

New PiRA	Key Stage 1	Key Stage 2
Working towards	<89	<93
Working at	89–111	93*–113
Working at GD	>111	>113

*only revision to the PIs published in March 2021

New PUMA performance indicators

New PUMA	Key Stage 1	Key Stage 2
Working towards	<91	<92
Working at	91–111	92–110
Working at GD	>111	>110

GAPS performance indicators

	KS1	KS2
Working towards	<94	<94
Working at	94-114	94-114
Working at GD	>114	>114

Note on standardised vs scaled scores

End of key stage SATs tests give a scaled score. This is a different measure to a standardised score. Whilst both systems can be used to inform judgements of attainment standards, scaled scores and standardised scores are not interchangeable.

Teacher assessment updates

Teacher assessment updates (which will normally be Y – yellow, G – green or P – purple)

should be entered into OTrack (Assess icon – Teacher Assessments - Summative) before the deadlines detailed on the Learn-AT School Leader calendar.

Year 2 and Year 6 SATs and issues related to data input into OTrack

The Year 2 teacher assessments inputted into OTrack at the end of the summer term **must align** with the final assessments reported to the DfE.

The Year 6 teacher assessments inputted into OTrack at the end of the summer term **must align** with the scaled scores of the pupils:

99 or less: Y – yellow

100 – 109: G – green

110 or more: P – purple

The Year 6 scaled scores from the SATs should be entered in OTrack (Assess icon – Scores – Test Scores) when they arrive in schools in July. Please note that if schools choose to administer previous SATs papers in the summer term, in the run up to SATs, these scores **should not** be entered into OTrack.

Appendix 3: Pupil Progress Meeting Agenda

Pre-meeting preparation:

The most recent summative teacher assessment judgements in O-Track for the core subjects are used to inform a professional discussion. School Leader and Class Teacher agree a sample of pupils to discuss at the meeting, including disadvantaged, SEND, high, middle and low prior attainers, representatives of any other significant vulnerable group and a balance of boys and girls. In addition, the class teacher might bring further details of any pupil he/she has concerns about to discuss at the meeting. The teacher should print out the O-Track report – 'Pupil Progress from Single Subject Starting Points' (See Appendix 3) to inform the discussion of core subjects. A foundation subject focus may be agreed before the meeting.

In Attendance: Class Teacher and Middle or Senior School Leader. Other school leaders e.g. Subject Leaders and/or SENCo may also attend for support if appropriate.

Data to inform the meeting:

- Assessment data in O-Track – attainment and recent standardised scores;
- O-Track report – 'Pupil Progress from Single Subject Starting Points'
- O-Track Report: Cohort Flight Path for each of reading/writing/maths - shows Teacher Assessments alongside standardised scores for each year in school for the cohort.
- Pupils' work, including English, Maths, reading book and foundation subjects;
- Records of outcomes of assessments activities – tasks, tests, quizzes, questions etc.
- Class teacher's Assessment File, including the Pupil Progress Achievement Sheet
- Pupil Progress Meeting Record Sheet

Discussion

Leader and class teacher engage in a professional discussion about each pupil in turn, considering the teacher's summative evaluation of the child's current attainment in maths, reading, writing (including grammar) spelling, communication and across the curriculum. This is an opportunity to triangulate the available evidence, moderate judgements and reflect on:

- the extent to which pupils' learning needs are being effectively met;
- breadth of curriculum;
- acquisition of secure conceptual understanding;
- opportunities for deeper learning - through reasoning, problem solving, critical reading, application of learning across a range of curricular contexts;
- pitch of expectations; challenge for all pupils;
- opportunities for retrieval practice;
- progress from starting points;
- what support may be needed from the wider team to support achievement.

Concerns about individual pupils should be shared and discussed and agreement reached about actions needed, either at class level or school level, to accelerate progress if necessary, e.g. changes in practice, teaching and learning strategies, interventions, additional support, resources, time etc.

Recording: A brief summary of the discussion, agreed actions, expected outcomes and impact measures are recorded on a PPM Record Proforma (Appendix 6).

Appendix 4: O-Track Report 'Pupil Progress from Single Subject Starting Points'

Pupil Progress from Single Subject Starting Points

Year Group 4 | JVB | Autumn Mid Term

		Reading								Writing								Maths								
		Attainment at End of KS1								Attainment at End of KS1								Attainment at End of KS1								
		Low		Middle		High		No Prior Attainment		Low		Middle		High		No Prior Attainment		Low		Middle		High		No Prior Attainment		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
JVB	Below POS																									
	Y																									
	G																									
	P																									
		Low		Middle		High		No Prior Attainment		Low		Middle		High		No Prior Attainment		Low		Middle		High		No Prior Attainment		
		Below POS	Y	G	P	Below POS	Y	G	P	Below POS	Y	G	P	Below POS	Y	G	P	Below POS	Y	G	P	Below POS	Y	G	P	
		100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	
		(3/3)	(0/3)	(0/3)	(0/3)	(8/8)	(0/8)	(0/8)	(0/8)	(4/4)	(0/4)	(0/4)	(0/4)	(7/7)	(0/7)	(0/7)	(0/7)	(5/5)	(0/5)	(0/5)	(0/5)	(3/3)	(0/3)	(0/3)	(0/3)	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

NB. This is an example – names have been removed.

Appendix 5: Cohort Flight Path

Cohort Flight Path

Reading | Year Group 6 | All Pupils

Group	Y1 Summer			Y2 Summer			Y3 Summer			Y4 Summer			Y5 Summer			Y6 Autumn Mid			Y6 Autumn End			Y6 Spring Mid			Y6 Spring End			Y6 Summer Mid			Y6 Summer End		
	EXS+	GDS	Avg. score	EXS+	GDS	Avg. score	EXS+	GDS	Avg. score	EXS+	GDS	Avg. score	EXS+	GDS	Avg. score	EXS+	GDS	Avg. score	EXS+	GDS	Avg. score	EXS+	GDS	Avg. score	EXS+	GDS	Avg. score	EXS+	GDS	Avg. score	EXS+	GDS	Avg. score
Cohort (+) (42)	-	-	-	-	-	-	-	-	-	26/37 (70%)	9/37 (24%)	-	27/41 (66%)	12/41 (29%)	100.0	23/42 (55%)	6/42 (14%)	102.3	26/41 (63%)	12/41 (29%)	-	-	-	-	-	-	-	-	-	-	-	-	-
Boys (+) (22)	-	-	-	-	-	-	-	-	-	19/20 (95%)	5/20 (25%)	-	15/21 (71%)	8/21 (29%)	99.7	11/22 (50%)	4/22 (18%)	101.0	13/22 (59%)	7/22 (32%)	-	-	-	-	-	-	-	-	-	-	-	-	
Girls (+) (20)	-	-	-	-	-	-	-	-	-	13/17 (76%)	4/17 (24%)	-	12/20 (60%)	8/20 (30%)	100.4	12/20 (60%)	2/20 (10%)	103.7	13/19 (68%)	5/19 (26%)	-	-	-	-	-	-	-	-	-	-	-	-	
Disadvantaged (+) (7)	-	-	-	-	-	-	-	-	-	0/3 (0%)	0/3 (0%)	-	1/6 (17%)	0/6 (0%)	84.3	0/7 (0%)	0/7 (0%)	93.3	0/6 (0%)	0/6 (0%)	-	-	-	-	-	-	-	-	-	-	-	-	
Non Disadvantaged (+) (35)	-	-	-	-	-	-	-	-	-	26/34 (76%)	9/34 (26%)	-	26/35 (74%)	12/35 (34%)	102.3	23/35 (66%)	8/35 (17%)	103.8	26/35 (74%)	12/35 (34%)	-	-	-	-	-	-	-	-	-	-	-	-	
Pupil Premium (+) (9)	-	-	-	-	-	-	-	-	-	1/4 (25%)	0/4 (0%)	-	2/8 (25%)	0/8 (0%)	87.5	0/9 (0%)	0/9 (0%)	94.0	1/8 (13%)	0/8 (0%)	-	-	-	-	-	-	-	-	-	-	-	-	
Non Pupil Premium (+) (33)	-	-	-	-	-	-	-	-	-	25/33 (76%)	9/33 (27%)	-	25/33 (76%)	12/33 (36%)	102.7	23/33 (70%)	8/33 (18%)	104.2	25/33 (76%)	12/33 (36%)	-	-	-	-	-	-	-	-	-	-	-	-	
SEN (+) (9)	-	-	-	-	-	-	-	-	-	1/8 (13%)	1/8 (13%)	-	1/8 (13%)	1/8 (13%)	81.1	1/9 (11%)	1/9 (11%)	90.3	1/8 (13%)	1/8 (13%)	-	-	-	-	-	-	-	-	-	-	-	-	
Non SEN (+) (33)	-	-	-	-	-	-	-	-	-	25/29 (86%)	8/29 (28%)	-	26/33 (78%)	11/33 (33%)	104.8	22/33 (67%)	8/33 (15%)	105.2	26/33 (78%)	11/33 (33%)	-	-	-	-	-	-	-	-	-	-	-	-	
FSM (+) (5)	-	-	-	-	-	-	-	-	-	0/3 (0%)	0/3 (0%)	-	1/4 (25%)	0/4 (0%)	80.9	0/5 (0%)	0/5 (0%)	94.5	0/4 (0%)	0/4 (0%)	-	-	-	-	-	-	-	-	-	-	-	-	
Non FSM (+) (37)	-	-	-	-	-	-	-	-	-	26/34 (76%)	9/34 (26%)	-	26/37 (70%)	12/37 (32%)	101.6	23/37 (62%)	8/37 (16%)	103.1	26/37 (70%)	12/37 (32%)	-	-	-	-	-	-	-	-	-	-	-	-	-
EAL (+) (1)	-	-	-	-	-	-	-	-	-	1/1 (100%)	0/1 (0%)	-	1/1 (100%)	0/1 (0%)	107.0	1/1 (100%)	0/1 (0%)	118.0	1/1 (100%)	1/1 (100%)	-	-	-	-	-	-	-	-	-	-	-	-	
Non EAL (+) (41)	-	-	-	-	-	-	-	-	-	25/36 (69%)	9/36 (25%)	-	26/40 (65%)	12/40 (30%)	99.9	22/41 (54%)	8/41 (15%)	101.9	25/40 (63%)	11/40 (28%)	-	-	-	-	-	-	-	-	-	-	-	-	-
BME (+) (4)	-	-	-	-	-	-	-	-	-	3/3 (100%)	1/3 (33%)	-	4/4 (100%)	1/4 (25%)	113.3	3/4 (75%)	0/4 (0%)	109.5	3/4 (75%)	2/4 (50%)	-	-	-	-	-	-	-	-	-	-	-	-	
Non BME (+) (38)	-	-	-	-	-	-	-	-	-	23/34 (68%)	8/34 (24%)	-	23/37 (62%)	11/37 (30%)	99.0	20/38 (53%)	8/38 (16%)	101.5	23/37 (62%)	10/37 (27%)	-	-	-	-	-	-	-	-	-	-	-	-	-

Report generated from optimumtrack.co.uk

Appendix 6: Class Assessment File Contents

N.B. This list is neither prescriptive nor exhaustive

- Class List
- Latest O-Track report 'Pupil Progress from Single Starting Points'
- Latest Cohort Flight Paths for Reading Writing and Maths
- Teacher's own ongoing records of outcomes from any regular assessment activities or tasks
- Teacher's analysis and ongoing records of gaps in pupils' learning, by group, in reading, writing and maths.
- Copy of the section of the school's SEND provision map relating to the class/cohort
- Any pertinent O-Track reports to support the discussion
- One-page marking frames/templates; teachers' marking notes.
- Records of scores/marks for foundation subject tests/quizzes etc.

Appendix 7: PPM Record – Pupils at risk of falling behind

Pupil Progress Meeting						
Date			Year Group			
Teacher			Class			
School Leader			No. of Pupils Discussed			
Pupil 1	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 2	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						

Pupil 3	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 4	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 5	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of						

discussion						
Actions Agreed						
Impact Measures						
Pupil 6	Summative attainment judgement		Standardised Test Score Reading		Standardised Test Score Maths	
	(O-Track Key)					
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 7	Summative attainment judgement		Standardised Test Score Reading		Standardised Test Score Maths	
	(O-Track Key)					
Brief Summary of discussion						
Actions Agreed						

Impact Measures						
Pupil 8	Summative attainment judgement		Standardised Test Score Reading		Standardised Test Score Maths	
	(O-Track Key)					
Brief Summary of discussion						
Actions Agreed						
Impact Measures						

Appendix 8: Post PPM Action Plan

Key Progress Issue	Target Pupils/Group	Action/Intervention	Who will lead the intervention?	Baseline Assessment	When and for how long?	Impact/Evaluation

Appendix 9: SEND Assessment

Principles agreed July 2021

- 8.11. SEND pupils should not be sitting PUMA/PIRA/GaPS tests below their chronological year group for the purposes of providing assessment data - the data gathered has no validity and does not inform evaluation of their achievement or progress in a meaningful way.
- 8.12. We should apply the principles of Y6 access arrangements in all year groups – i.e. most children including those with SEND would sit the test for their year group. Some would be eligible for access arrangements, e.g. additional time, a scribe, reader, amanuensis etc. Access arrangements should be implemented as usual classroom practice throughout the year in all year groups, as is the expectation in Y6.
- 8.13. Where children have complex needs (EHCP/High Needs) which would lead to disapplication from statutory tests in Y6, for valid *assessment purposes* teachers should use specialist SEND assessments from a selection recommended by the Learn-AT SENDCo team. In most cases these could be administered by the teacher. In a very small minority of cases a test requiring specialist administration by a qualified SENCo may be necessary.
- 8.14. Teachers should also consider using a wider range of data to evaluate SEND pupils' progress e.g. attendance, behaviour, dispositions and attitudes, IEP targets etc.
- 8.15. However, where teachers or SENCos consider that attempting a test paper from another year group might be a worthwhile learning experience for an individual pupil with SEND, e.g. to support retrieval practice, self-esteem and confidence, engagement with parents, teachers can use their professional judgement and discretion. The important thing is to be aware that this activity might impact on the pupils' learning and impact on classroom teaching, but it will not provide valid standardised assessment data to support cohort or school-level decision-making.
- 8.16. The score should not be recorded in O-Track, reported as a valid standardised assessment data outcome, or used to inform SEND standardised assessment procedures, EHCP applications or applications for High Needs Top-Up funding.
- 8.17. **Rob Coe's three purposes for assessment:**
- To impact on learning
 - To support school-level decision making
 - To inform classroom teaching

Appendix 10: Reading List

The work of the Learn-AT Assessment Group was informed by the following literature:

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- Opfer D V and Pedder D (2011) *Conceptualizing Teacher Professional Learning*. SAGE Publications
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- Rawson K A (2015) The Status of the Testing Effect for Complex Materials: Still a Winner. *Educational Psychology Review* (2015) 27:327–331
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- Wyatt-Smith et al. 2010 The centrality of teachers' judgement practice in assessment: a study of standards in moderation. *Assessment in Education: Principles, Policy & Practice*, 17:1, 59-75
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