

# PRIMARY ASSESSMENT, REPORTING AND INTERVENTION POLICY

## Version 1

Responsible Committee/Individual	Trust Board
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### **PRIMARY ASSESSMENT, REPORTING AND INTERVENTION POLICY**

#### **The Principles and Aims of Assessment**

Assessment should support teaching and learning by identifying what pupils already know and can do with the aim of supporting them to improve their knowledge, understanding and skills.

Assessment for Learning (AFL) and responsive teaching, therefore, should be evident in all lessons.

- For pupils, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress further in their knowledge, understanding and skills as is appropriate to their age.
- For teachers, continuous assessment should develop a detailed and precise understanding of the individual needs of pupils and their strengths and areas for development. Assessment for Learning should feed into meaningful target setting and formative feedback to students. In our Trust for target setting, we use FFT top 20 to set aspirational targets for pupils and track their ongoing progress.
- For Trustees, governors and other staff, assessment information will support an understanding of the current and potential pupil outcomes in terms of attainment and progress in when appropriate provide comparison to national benchmarks.
- For parents/carers, assessment information will support an understanding of their child's progress and provide specific advice on how best to support their child in order to make the best progress.

#### **Roles and Responsibilities of the Trust Standards and Outcomes Committee and Local Governing Boards**

- The Trust Board will support the CEO and the LGBs with the monitoring of the quality of assessment through Headteacher presentations, monitoring of data and visits to schools.
- Act as a critical friend; support, monitor and evaluate the effectiveness of assessment in the schools, with the support of the CEO, Trust School Improvement Director, and the Trust OFSTED trained consultants.
- The Trust will ensure accountability, holding the schools to account for the standard of education.
- The Director of School Improvement, senior leaders and LGBs will ensure that schools take into account the data available to improve teaching and learning so that all groups of children are able to make at least good progress.
- The Standards and Outcomes Committees and Trust leaders will ensure the monitoring of the data and ensure it is built into all major decisions and initiatives e.g. intervention strategies, types and frequency of assessment, including the analysis of teaching and learning.
- Performance data will be explored by the CEO/Director of School Improvement and the Chair of the Local Governing Board through regular Raising Standards meetings. If a school's performance becomes a concern, the CEO will ensure that this is referred to the Trust Board and an intervention support plan is put in place.

## The Roles and Responsibilities of the Executive Headteacher / Headteacher/Head of School/Senior Leadership Team

- Undertake whole school analysis of school improvement in order to inform and guide curriculum planning, resourcing and whole school intervention programmes.
- Lead deep analysis of the attainment and progress of pupil cohorts across the school / through regular line management meetings.
- Provide accurate predicted GLD/PSC/KS1/MTC/KS2 results for all stakeholders.
- Ensure that reports go out to parents/carers on time and contain accurate and informative details.
- Monitor the quality of internal attainment/progress trackers in terms of the quality of the data entered within the agreed time frame published in the school calendar.
- Maintain and update the OTrack/SIMS mark sheets in line with the published assessment schedule in the school calendar.
- Ensure OTrack/SIMS is accurately updated with attainment and progress data to support the overall judgement of the quality of education.
- Ensure that strategic data is provided to the CEO and Director of School immediately after each data capture in the agreed format. **All statutory results should be reported to the CEO and the Director of School Improvement as soon as they are received in school.**

## The Roles and Responsibilities of Senior Leaders/Subject Leads - Maths, English, Reading, Phonics/Phase Leads

1. To ensure there is a full understanding across teams of the formative and summative assessments for each year group and that there is a regular process for standardisation / moderation.
2. To support and prepare their teams for each progress check and data entry. This includes having a planned and standardised programme of assessment in line with the Primary Trust Assessment Schedule and a robust moderation and standardisation process that ensures the quality of the attainment/progress tracking data.
3. To check the accuracy of each collection of progress data and respond to any anomalies before the data is reported to the Trust and/or home to parents/carers.
4. To identify students who are making good progress and acknowledge their achievements, as well as identify students who are experiencing difficulties and put the appropriate interventions and support in place.
5. To present an analysis of attainment /progress across all year groups and evidence how it is used to inform curriculum plans.
6. To ensure that weekly internal trackers and OTrack/SIMS mark sheets are completed and kept up to date by each teacher in line with the assessment programme in the school calendar.
7. To engage with senior leaders in pupil Progress meetings through a 'RAG' process to discuss the Intervention Plan for the pupils who have been identified as making less than expected progress or cause for concern in terms of attitude to learning or other issues.
8. To monitor the effectiveness of interventions at class level by class teachers and additional tutoring.
9. To monitor the quality of data entered into QLA Trackers and to support the teaching team to correct errors within the deadlines of the reporting schedule.

## The Role and Responsibilities of Class Teachers

1. To secure strong progress of all pupil groups through robust assessment strategies and feedback.
2. To use appropriate and effective AFL strategies in all lessons to build an accurate and precise description of each pupil's level of understanding, knowledge and skills.
3. To provide all students with clear and precise formative feedback on their strengths and areas for improvement in their knowledge, understanding and skills.
4. To ensure that Trackers/OTrack/SIMS mark sheets are completed and all deadlines for data entry are met in line with the assessment programme in the school/Trust Assessment calendar.
5. To participate fully in the work of the subject team in developing the assessment programme and activities for students.
6. To participate fully in the work of the Phase/Trust team in standardisation and moderation activities.
7. To provide accurate data for pupils in line with the whole school reporting schedule and to check for and correct errors.

## Pupil Progress Meetings

Pupil Progress meetings are timetabled after each data collection or more frequently when appropriate. These meetings should be led by a Senior Leader and when possible a Subject Lead and or Phase Lead should attend. Each meeting will require the analysis of data and the creation of lines of enquiry prior to the meeting (senior leaders). These meetings should be used to discuss the cause of gaps and to agree actions to accelerate the closing of gaps.

## The Assessment Process

### Low Stake Assessment

Research shows that low-stake assessments (formative assessment) should be part of our everyday practice. Research shows that the 'testing effect' helps with knowledge retention. However, in order to make information retrieval and recall effective and combat the 'forgetting curve', pupils need to have spaced tests that constantly recycle and revisit knowledge. This is key to being able to remember and recall essential knowledge.

Types of low stakes testing can include multiple choice questions, matching words to definitions, labelling a diagram from memory, quick quizzes, spelling tests, vocabulary tests, hinge questions, peer and self- testing exercises, etc. This testing can be done on a mini whiteboard/verbally or in exercise books. Teachers should use low stakes testing to quickly identify gaps in learning which can be addressed "in the moment" / same day intervention or be addressed in subsequent planning. Using low stakes testing is one of the strongest indicators of memory and recall as well as the application of knowledge in medium and high stakes assessments.

Low stake assessment should inform quality planning to address gaps in knowledge and understanding. It should also inform regular planning. Low stake assessments should be used daily in every lesson to evaluate the pupil's knowledge and understanding and to tailor teaching accordingly. **This forms part of Wave 1 intervention.**

Formative assessment is intended to inform teaching and learning and support teachers to accurately assess a pupil's attainment in the moment. Low stake assessment may also include the tracking of softskills or checks the fluency in subject areas where relevant; see Appendix 1.

## Assessment Design for Low Stakes Assessment

**Level of challenge:** questions need to be pitched in a way that pupils need to think about an answer. The planning of key questions which evidence students' knowledge, understanding and application of the knowledge should be planned for at the beginning of a unit and support final assessment. A set of questions should involve a range of questions which increase in difficulty and challenge. Easy questions can help to build confidence but there should be some progression in the questions asked. If the questions are too easy, research shows that this will not aid memory and recall.

**Multiple choice questions** – These need to be thought through carefully. When planning these, teachers should ensure the distractors are not too obviously incorrect or there is no point planning these.

Low Stake assessments are key in identifying the need for same day interventions to close identified gaps in knowledge and understanding for specific pupils.

\*Maths – the use of mini-whiteboards must be embedded practice for immediate low stake assessment that teachers can respond to in the moment. The purpose is to assess learning but also to frequently recycle to ensure transfer to the long-term memory through repeated practice.

## Medium Stakes Assessment

**Medium stakes assessments are planned and scores are recorded. They occur weekly in order to track progress/ attainment. They are valuable in all subject areas and may take numerous forms from a series of questions, an extended question response to a question or in a test form with a specific focus on: Spelling/ Times Tables/ Arithmetic.**

Medium Stakes Assessment can be marked by teachers/ teaching assistants/pupils through self or peer assessment as most appropriate as long as the teacher is assured that the data collected is valid. These will be used to identify the need for specific interventions for specific pupils. The data from weekly spelling/times tables/ arithmetic tests must be recorded in an internal school/class tracker in a format that enables analysis by class and pupil groups in order to track progress and action any specific interventions at a class or individual pupil level. These assessments should build in the recycling of knowledge.

The weekly use of “timed” Multiplication Table Tests should be an embedded part of medium stake testing to enhance processing speed – this may take the form of a TT Rockstars Sound Check, Paper based Tables Test/ Multiplication grids depending on the year group. Similarly, “timed” reading bursts will support pupils in building their reading speeds and processing of text for comprehension.

Self and peer assessment should become embedded practice in which pupils receive training in to enable them to become effective self and peer markers as a means of reducing teacher marking when appropriate for low and medium stake assessments. The use of visualisers to guide and model this practice will be evident in everyday school practice; teachers will be provided with training to support with the development of this practice.

## High stakes assessment (Summative)

**High stakes assessment (Summative Assessment)** is the use of standardised tests developed by school and subject leaders and moderated at Trust level which enable teachers and senior leaders to evaluate how much a pupil has learned at the end of a teaching period, providing an opportunity to compare in-house data to national data sets, ensuring whole school data provides an accurate overview of how pupils are performing. Testbase assessments will be used to summatively assess Reading and Maths at the end of each term for Years

3,4,5.

**Year 5** will sit a full suite of KS2 SATs paper in Maths, Reading and GPS at the beginning and end of Year 5. PSC, Year 2 and Year 6 assessments will use past papers as specified in the Primary Assessment Calendar in the annual Trust Governance Calendar (Some schools may conduct additional summative assessments for specific reasons linked to their context at the discretion of the EHT or HT). Year 1 will be assessed using WR assessments for Maths and NFER for Reading. ELG will be assessed using the EYFS Assessment Profile. All assessment materials are regularly reviewed to ensure that they provide the appropriate level of challenge and are aligned to the statutory assessment materials across all key stages.

Once summative assessment data has been processed whole school QA meetings (SLT/Subject/Phase Leads) will take place to inform strategic, high impact interventions that will be driven by the Executive Headteacher / Headteacher/Head of School/ Senior Leaders/Subject Leaders.

EYFS assessment: All schools will complete the statutory Reception Baseline assessment within the agreed timescales published. In addition, all schools will undertake ongoing assessments using the Trust's agreed EYFS Thresholds (Appendix 2). The outcomes of assessments will be used to inform planning and to identify the need for additional interventions. The creation of heat maps/ OTrack grids based on the Trust Thresholds and ELG assessment criteria will support this. All practitioners working in EYFS must be aware of the individual gaps that are being targeted and how the curriculum and provision has been planned to maximise progress and learning.

### How are the outcomes (the data) from the Assessment and Tracking Process used?

The primary use of all the knowledge gained from assessment is for class teachers and leaders to modify and adapt their teaching and curriculum design to ensure the needs of present and future cohorts of pupils are met as well as actioning high impact interventions.

The tracking of pupil progress requires data input in line with the Primary Assessment Calendar which is reviewed annually. This data allows the tracking and analysis of pupil progress across key statutory headlines: GLD, PSC, MTC, KS1 - RWM, KS2 - RWM. The data captured should be the score the pupil achieves in their assessment and this score is then used by teachers alongside low/medium stake data to determine a Teacher Assessment judgement.

This data also signposts school leaders and the Trust to underachievement in specific cohorts, such as disadvantaged students, SEND, boys and pupils with higher prior attainment.

### Trust Data Analysis

The Primary Assessment Calendar clearly identifies the data deadlines for Executive Headteacher/ Headteacher to submit summative data in the specified Trust Templates. Following each data submission the Director of School improvement collates the data and creates lines of enquiry for each school. Each school is invited to attend a Raising Standards meeting specific to their school's data and lines of enquiry with the CEO and the Director of School Improvement where specific actions are agreed with review points established. The data is also shared periodically with LGBs and the Trust Board as part of their responsibility for Standards and Outcomes.

### Internal Moderation and Standardisation

It is the responsibility of the Executive Headteacher/Headteacher/Head of School/ Senior Leaders to ensure that the data gathered is reliable and accurately reflects the pupils' attainment at the time. At each point of



summative data collection assessment scripts for Reading and Maths should be moderated to ensure consistency in marking and application of the mark scheme. This should occur in year teams and a subject lead or senior leader should have an overview and involvement in the process.

Moderation and standardisation of writing will take place at three summative points in the year at a Trust Writing Moderation Meeting organised into phase groupings in line with the Primary Assessment Calendar. The moderation meetings will involve the moderation of exemplars submitted by all schools to facilitate professional dialogue using the Trust's Writing KPI's and agreed Writing TAFs. (Appendix 2). Each school will meet internally to moderate the Trust Writing Exemplars prior to the Trust Moderation meeting.

Writing moderation within individual schools should occur as a frequent aspect of Quality Assurance processes – it should be part of lesson drop ins and book looks by English Leads/Phase Leads and Senior Leaders.

### Reporting to Parents/Carers

Parental reports are compiled and sent to parents once a year detailing current level of working for Reading, Writing and Maths (PKS/WTS/EXS/GD) along with the results of any statutory tests and comment on achievement in all subject areas. (PSC/MTC/KS2). Reports will be quality assured by the senior leadership team. However, schools may wish to share assessment data with parents on other occasions where they feel it may address underperformance.

### Interventions

Effective intervention will target pupils who have been identified as falling behind the expected level of attainment in Phonics, Reading, Writing and Maths to ensure they fulfil their potential. Intervention should be focused and specific for a fixed period of time to address specific misconceptions or gaps in knowledge and understanding that have meant that pupils have fallen behind or are at risk of not achieving their potential. All interventions must have **measurable** impact.

#### **Classroom interventions (Wave 1) should aim to address gaps in learning.**

- Quality First Teaching
- Revisiting key topics, pupils being retaught and assessed, redesigning activities so that they are better scaffolded, building activities which are scaffolded but lead to independence, regroup the classroom so that weaker students are able to access more support, use dual coding to support quality explanation with lots of mini assessment/checking before moving on to the next stage of explanation, plan lessons around a series of questions which become progressively more challenging and ensure all students have an opportunity to answer these (these should be linked to the key objectives of the lessons) etc. Additional same day break/lunchtime quick inputs by the class teacher/ teaching assistant.

**Wave 2** – Additional tutoring by teaching assistants and tutors to address specific gaps in learning. The effectiveness of tutoring is underpinned by the accurate identification of gaps by the class teacher, low stake and summative assessment throughout the tutoring period

Other forms of intervention will include social, emotional and behavioral interventions and specific interventions for specific learning difficulties such as Autistic Spectrum Disorder, in addition to progress interventions.

### Procedures

Identification of students:

Pupils can be identified as needing specific intervention through the following:

- By the class teacher/Subject Lead – Phonics/ Reading/English/ Maths Leads
- By Senior Leaders based on prior attainment data.
- By Phase Leads through tracking progress across a range of subjects.
- By the Executive Headteacher/Headteacher/Head of School/ Senior Leaders as part of Pupil Progress meeting.
- By Special Educational Needs and Disabilities Coordinator (SENCo) through monitoring of Special Educational Needs and disabilities (SEND)/Ethnic Minority Achievement (EMA) students.

All referrals for interventions outside of the classroom should be coordinated by Senior/Subject Leaders in conjunction with the Exec/Headteacher/Head of School in each school and decisions should be made based on the information gathered and presented as part of Raising Standards meetings / SLT Data review meetings/ Subject Lead QA meetings. Intervention decisions will be decided upon EXS/GD boundaries, SEND needs and what intervention has already occurred in the classroom based upon pupil progress meetings.

Intervention Waves in our Trust are defined as:

Wave	Intervention type
1	<p><b>Classroom Intervention</b></p> <p>Teachers should use a variety of methods to address these specific areas of weakness and monitor their impact through continued formal and informal assessment. Monitoring should take place through regular formal and informal assessment. Teachers are expected to make judgements about the effectiveness of the in-class support and whether the pupil has been able to make the necessary progress. Conversations about the impact should be identified through line management and pupil progress meetings and impact analysis from each Assessment window.</p>
2	<p>1-2-1/small group intervention, break or lunch time intervention. This will be coordinated by senior/subject leaders – progress target will be reviewed every 4 weeks or at an specifically agreed point linked to the target. This might involve a review and recap of specific knowledge the re-teaching of content using QLAs from High Stake Testing or medium stake testing. Intervention groups will be fluid and changed based upon data.</p> <p>Lunchtime and Afterschool Booster sessions will be scheduled for specific students where it is recognised additional preparation and input is required. This may be used for phonics , reading, writing, maths interventions. These groups will be fluid and continually reviewed and re-shaped using data.</p>

## Recording Intervention

Interventions will all be recorded in OTrack/EduKey/SIMs so that there is an accurate record of what is taking place across the school. This also means that, from a quantitative perspective, the impact of the intervention is measurable. An intervention analysis and evaluation will be produced by an English/maths subject leader or class teacher after summative assessments as well as medium stake assessments. The quality of interventions will be checked by subject leaders and senior leaders through QA drop ins/ work samples and pupil voice. If the need for intervention has been identified, parents should be informed.

The effectiveness of interventions will also be reviewed with the CEO at the CEO/Headteacher meetings, Trust Network meetings and the Primary Headteachers' Standards Board as well as ensuring that best practice is shared across the Trust.

## Monitoring

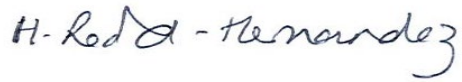
The teacher/TA/Tutor leading the intervention session will be responsible for recording the progress made. This will be monitored by SLT/Subject/Phase Leads at agreed times and revised accordingly to secure the greatest impact. This will then be shared with the relevant classteacher, TA, Tutor and if appropriate parents.

Additional intervention sessions will also be observed as part of the regular quality assurance schedule by the Senior Leadership Team (SLT) and when appropriate Subject Leads.

Pupil Voice may also be used as part of the quality assurance process to gather information on the progress they feel they have made as a result of their engagement in additional 'keep up' interventions.

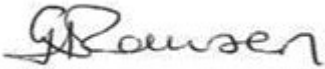
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Date: October 2024

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## Appendix 1

### LOW STAKE ASSESSMENT (FORMATIVE ASSESSMENT) STRATEGIES

- 1 Prior Learning task(s): -Start the lesson off with a quick question(s) about the previous day's work / previous lesson /previous terms topic—these are planned into the lesson to assess sticky knowledge.
- 2 Plenary Task - Exit task/ Low stake quiz. Planned as the end task in the lesson – it can be a verbal Q&A or a written response on mwb / paper to enable the teacher to assess individual pupils retention of new knowledge and their level of understanding. Teachers can see each pupil's response and determine both individually and in aggregate how students are doing. This information can immediately inform planning and determine future planning.
- 3 Mini white boards: These can be used to ensure formative assessment is quick. Planned questions can be used to check pupils understanding and misconceptions, which can be immediately addressed. This is an opportunity to 'keep the question going' where a misconception has been identified.
- 4 Self-Assessment: Allowing pupils to reflect and assess their own understanding based on the questions asked by teachers. This can be reinforced by teacher answers/answer sheets or with older KS2 pupils by using mark schemes where test paper questions have been used.
- 5 Peer Assessment: Allowing peers to identify how a pupil has performed and provide feedback, not only develops the understanding of the pupil that is marking the work, but provides an opportunity for the learner to reflect on their feedback.
- 6 Collaborative Learning strategies can be used to allow pupils to work collaboratively to answer a question, solve a problem, or provide feedback to their peers. This can be completed verbally or in writing, allowing pupils to build their confidence whilst sharing the accountability of the responses and feedback they provide because all learners are involved.

## Appendix 2

### Planning and Assessment in the EYFS

'In early years settings, the starting point must be the needs and characteristics of the child; the educator must assess these through observation and by collaborating with parents. The wide range of developmental stages and needs of very young children puts a great responsibility on educators to provide a curriculum which can take into account the similarities and differences within any group of under-fives and also provide continuity with what went before and progression to what will follow.'

*Starting with quality: the 'Rumbold Report' 1990*

#### Principles

- All children are entitled to high quality learning and teaching. This will equip them with the skills, knowledge and understanding they need today, and prepare them well for tomorrow.
- Children learn at different rates and each child's development is unique.
- Children learn best when they are happy, secure and actively involved in their own learning. We discuss children's learning with them. We make children's enjoyment and choices our priority.
- Effective teaching and learning in the EYFS meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development.
- Different aspects of early learning require different approaches. Much of early maths learning is sequential: learning new concepts must be on the solid foundations of earlier concepts. On the other hand, learning about the world is much less sequential. The order of learning matters less than building on children's interests and widening their horizons.
- Teaching and learning is delivered through a blended approach.
- There is a balance between adult-initiated experiences (guided learning) and child-initiated experiences.
- Adults take children's interests and strengths as a starting point, seeing each child as a competent learner.
- Parent involvement is crucial. We learn a great deal about each child from their parents. Parental support and a high-quality home learning environment make a huge difference to children.
- We offer scaffolding and extra support to help every child to access the curriculum and to ensure they make progress through it. However, we recognise that some children will need scaffold and challenge to make progress or to deepen their level of understanding and mastery.
- Once children have settled and can access the environment, we begin thinking with more detail about how they will access the curriculum and we support learning around their interests.
- If we notice that a child might be having difficulties with their development, we will take action quickly. It is important that we get to know and understand these 'vulnerable starters' so we will spend time observing them closely and reflecting on what we notice. We will continue to develop a strong relationship with their

parents, supporting them to also give their child the extra help they need. The curriculum for these children will remain ambitious and inclusive. It is important that we focus on support, scaffolding and helping children overcome barriers to their learning.

- For children with SEND, precise assessment needs to focus on what the child can do, and what the barriers to their learning are. If a child has specific difficulties with their communication, for example, they may need to have aids like a core vocabulary board so that they can make choices and share their ideas. All children are entitled to the whole of the early years curriculum.
- Rather than ‘differentiating down’, we believe that ‘scaffolding up’ is a more suitable approach in our commitment to inclusion. By ‘scaffolding up’, children with SEND are exposed to the concepts and skills in our wider curriculum in a suitable breadth and depth. Whereas ‘differentiating down’ suggests that children with SEND have limited access to the curriculum. Our commitment to ‘scaffolding up’ means that children are included in the wider curriculum and are not segregated from their peers.

## **Assessment and tracking overview**

Assessment serves children’s learning and our curriculum.

Our assessment objectives:

- To use dialogue with parents, so that we can work in a respectful partnership to support children’s learning at home and school.
- Dialogue with children, focused on how they learn, to promote metacognitive thinking.
- Early identification of children who need temporary extra help, and children who may have special educational needs.
- Checking that individual children, and groups of children, are making progress and taking prompt action where this is not the case.
- Reporting formally to parents and to the receiving teachers in the summer, so that children can continue their learning journey through the EYFS and KS1 as seamlessly as possible.

The evidence to demonstrate the progress and attainment of children is documented in their individual learning journey book. It includes significant examples of the child’s learning over time, showing their characteristics as a learner. It also includes the child’s voice and the parent’s voice and links to learning at home.

## **Assessment and planning**

Assessment occurs continually within the EYFS. The practitioners observe the children’s learning and respond to it to help them to extend their learning. That response can take different forms for example, communicating and modelling language; showing, explaining, demonstrating, exploring ideas; encouraging, questioning, recalling; providing a narrative for what they are doing; facilitating and setting challenges.

The focus of our assessment is on clear and specific things that a child needs to be able to do, or needs to know. In order to do this practitioners need to understand how the different elements of the curriculum fit together to help children build their learning over time. Reflective discussions about practitioners key children after school and during planning meetings support this understanding. Practitioners also need to have a secure understanding of child development, as well as the features of effective pedagogy. This will help with judging when to get involved and when to encourage and knowing how to scaffold children’s learning so we support them to keep trying without over-helping them.

Some children will need a lot more help and scaffolding to access that curriculum. This curriculum learning must be balanced with learning that stems from the children’s interests. Plans must be flexible and go with children’s fascinations. Children learn a huge amount through the play they choose. We will help maximise this learning by

making sure we provide a high-quality learning environment. We can then sensitively get involved and extend their play. It is important that we have a systematic approach to evaluating the quality of the environment, and those interactions, so that we can build on what we do well, and improve where we need to.

Practitioners record significant observations in the child's learning journey book, to 'bring the child's learning to life'. It will include characteristics of effective learning and the child's voice. The teaching input will also be documented. The entry will describe what the practitioner did to support or extend the child's learning and the outcome of the teaching. Metacognition and feedback will also be captured.

## **Feedback**

The majority of our assessment of children's learning is done through feedback in the here-and-now. Practitioners are skilled in modelling metacognitive thinking for children and this in turn helps children to develop a growth mindset.

Metacognitive thinking enables children to talk more specifically about thinking in different contexts. It enables children to use a plan do review approach in their learning. They become independent and more powerful learners. This in turn supports their approach to managing their own learning later in their school years.

When giving instant feedback to children it is important to give appropriate but honest comments about their work. Specific praise is helpful, but supporting children to look carefully at their work and see if it can be improved, is even better. This feedback needs to be age appropriate and tailored specifically to the child. It is important to ensure that the feedback is kind, specific, helpful and related to the work, not the child.

This type of feedback is descriptive and includes elements of critique. Supporting children to give and receive feedback teaches them that effort and revision are valuable and that the things they do can be improved. This develops the mindset of continuous improvement.

## **Summative Assessment**

Most assessment is formative, so that it quickly helps us to make a difference to children's learning. However, we also need to have an overview of children's progress, so that we can take further actions where needed, and so we can monitor equalities. Our aim is for the system to be proportionate, and to ensure it is not overly burdensome.

As well as formative assessment, summative assessments are used to analyse if a child is on track to meet the Early Learning Goals at the end of the Reception year. Threshold statements are used to support the teacher judgement at each tracking check point, to monitor the progress and to formulate a decision if each child is on track or not. This information is collated on to Otrack. Senior Leaders work with class teachers and the whole team to analyse the information in order to take action for individual children, or groups of children, as needed.



## Nursery Early Starters

		Tracking point 1/Baseline	Tracking point 2/Baseline	End of Year tracking point
Personal, Social and Emotional Development				
<b>Making Relationships/Building Relationships</b>		Watches other children at play before joining in. Seeks reassurance from adults but is becoming emotionally less dependent.	Approaches familiar adults when upset, excited or wants to play with them. Explores and tries new activities and experiences with adult support.	Leaves adults, sometimes with support. Talks to adults. Is friendly towards their peers. Approaches others to play.
<b>Sense of Self/ Managing Self</b>  <b>Health and Self-Care</b>		<b>Attempts to communicate toilet need.</b>	<b>Is becoming independent in self-care and manages this with support.</b>	Chooses resources to use. Understands actions have consequences.  <b>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</b>
<b>Understanding Emotions/Self-regulation</b>		Cooperates with familiar boundaries and routines. Listens and responds to talk when playing alongside an adult or familiar peers.	Expresses own preferences, needs and interests. Is starting to recognise others basic feelings.	Seeks comfort when they are upset. Shows concern for others. Recognises their own actions can hurt or upset others.
Communication and Language				
<b>Listening, Attention and Understanding</b>		Beginning to understand simple sentences, instructions and phrases e.g 'go get coat.' Uses language to find out by asking the question, 'what's that?' or 'why?' Links actions to words in games, action songs and rhymes.	Listens to stories, songs and rhymes. Can shift attention when conversation interests them. Understands longer instructions. Responds to questions with two given choices. Uses actions to demonstrate understanding of simple concepts.	Shows singled channelled attention. Listens to stories, songs and rhymes and asks for favourites. Follow simple instructions. Can answer simple questions with two given choices.
<b>Speaking</b>		Links three words together. Uses short simple sentences in every day communication.	Links actions and words to communicate immediate needs and wants. Links four words together.	Holds a conversation but may jump between topics. Beginning to use word endings eg going, cats.

			Is starting to refer to things in the past. Uses more vocabulary including some descriptive language and words that explore form and function.	Links actions and words to communicate immediate needs and wants. Links four or five words together. Uses descriptive words which explore form and function.
<b>Physical Development</b>				
<b>Gross motor</b>		Can move up and down a step/slope maintaining balance.	Starting to climb using hands and feet. Can operate equipment requiring pushing.	Runs safely. Turns pages in books. Is starting to balance and hold a still pose. Climbs using hands and feet. Can use equipment that requires pulling and pushing.
<b>Fine motor</b>		Holds and manipulates tools and equipment using a fist or pincer grasp.	Increasingly developing a pincer grasp.	Is starting to show control over tools including those that require a pincer grasp e.g. tweezers, short pieces of chalk.
<b>Literacy</b>				
<b>Word Reading</b>		Points to objects, coloured pictures or photographs to indicate choice.	Can match objects to pictures, books and digital devices, when playing and tidying.	Can recognise and match pictures, labels and silhouettes to resources in provision.
<b>Comprehension</b>		Uses finger puppets or props and everyday resources to play with songs and rhymes or stories.	Listens attentively, showing pleasure, to a familiar story in a book or to stories told or created in provision.	Listens to stories, rhymes and songs. Fills in the missing word in a nursery rhyme.
<b>Writing</b>		Grasps mark making implements and creates forwards, backwards or circular movement. Uses hand and arm actions to rotate and turn.	Makes marks in different media using hands or mark-making tools. Increasingly developing a pincer grasp.	Independently draws and writes e.g. on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. Uses pincer grip in play to hold small objects.

<b>Mathematics</b>				
<b>Mathematics Number</b>		Organises a set of natural or everyday objects in a group. Plays 'hide and seek' with people and objects, knowing that they exist when out of sight.	Uses number names in play and imitates adult actions, rote counting or saying counting words randomly alongside their physical actions. Shows spontaneous interest in numbers in the environment, books, rhymes and in songs.	Uses words like more, lots or sae to compare quantities. Begins to say numbers in order (up to 5). Uses number names in play and imitates adult actions, rote counting or saying counting words alongside their physical actions. Shows an interest in number in the environment and in books and rhymes.
<b>Numerical Pattern</b>		Plays with blocks, solid shapes to construct and position. Fills and empties containers with growing purpose using sand, water or other play materials.	Explores puzzles in their independent play. Lines up, places, arranges and repositions materials. Recognises the pattern of everyday familiar routines.	Explores pattern using manipulatives and puzzles. Begins to notice there is an order and sequence in familiar routines.
<b>Understanding the World</b>				
<b>People, culture and Communities</b>		Uses a range of familiar materials and resources. Can communicate things of personal significance about their lives, beliefs and cultures.	Creates simple representations e.g drawings, maps, models, constructions of things that are special and have personal interest to them e.g. landmarks and special places and people.	Has a sense of their own family, relations and pets. Imitates everyday actions and events from their own family and cultural background.
<b>The Natural World</b>		Actively explores and organises items/objects based on similar features e.g. wooden items, spikey objects.	Can share things they know about the places which are familiar to them e.g. parks, shops.	Notices objects in their environment. Can talk about some things they have observed in nature.
<b>Past and Present</b>		Can identify significant people in their lives and talk about this in response to stimuli. Respond to photographs or digital media showing shared events/familiar people or places.	Can remember and share recent events they have been part of.	Has a sense of their own family, relations and pets.
<b>Creating with Materials</b>				
		Uses relevant vocabulary to support explorations in multi-sensory ways of textures, movement, feel and look of different media and materials.	Responds through practical exploration and talk to a wide range of media and materials showing an understanding that they can manipulate and create effects with these.	Represents actions and objects. Explores colours whilst creating. Creates 2D and 3D structures.

<b>Being Imaginative and Expressive</b>		Explores sounds, songs/simple rhymes and movement. Beginning to make believe by pretending.	In play, beginning to express their own ideas, likes and dislikes. Plays alongside other children, showing an interest in those who are exploring new ideas.	Is beginning to express their own ideas. Make believes by pretending. Engages in imaginative play based on own ideas or first-hand experiences.
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## Nursery

	<b>Baseline</b>	<b>Tracking point 1</b>	<b>Tracking point 2</b>	<b>End of Year tracking point</b>
Personal, Social and Emotional Development				
<b>Making Relationships/Building Relationships</b>	Leaves adults, sometimes with support. Talks to adults. Is friendly towards their peers. Approaches others to play.	Seeks out others to share experiences with. Plays alongside and is starting to play with children.	Can interact socially with their peers. Considers the needs of others. Plays alone, alongside and with others, inviting others to play and attempting to join others' play.	Can name some emotions. Seeks out adults to support with problem solving and disagreements. Is beginning to control their impulses. Can play in a group. Initiates interactions with peers.
<b>Sense of Self/ Managing Self</b>  <b>Health and self-care</b>	Chooses resources to use. Understands actions have consequences.  <b>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</b>	Is becoming aware of similarities and differences between themselves and others. Asks for help when they need it. Joins in with encouragement.  <b>Can say when they are hungry, full and tired.</b>	Enjoys receiving praise. Shows a sense of belonging. Is becoming more outgoing towards people and during new social situations.  <b>Can wash and dry their hands. Puts on their coat with support. Uses the toilet most of the time.</b>	Tries new activities with encouragement. Chooses resources independently. Can follow simple instructions. Responds well to praise. Develops confidence, risk taking and trying new things. Can express their needs. <b>Names body parts. Puts on their coat independently. Shows some awareness of how to keep themselves safe. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</b>
<b>Understanding Emotions/Self-regulation</b>	Seeks comfort when they are upset. Shows concern for others. Recognises their own actions can hurt or upset others.	Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt	Shows some empathy. Is aware of the impact of their behaviour. Is starting to name their emotions e.g. happy, sad. Can tolerate delay.	Can name some emotions e.g. happy, sad, angry or worried. Adapts their behaviour to different social situations.

Communication and Language				
<b>Listening, Attention and Understanding</b>	Shows singled channelled attention. Listens to stories, songs and rhymes. Follow simple instructions. Can answer simple questions with two given choices.	Listen in one to one and in small groups. Understands the use of objects Which one do we cut with?	Listen to and recall stories. Starts to understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Listen and respond. Starts to understand how questions. Responses show an understanding of an experience or event. Can describe an action or event using present tense.	Join in with repeated refrains from stories and rhymes. Focuses attention to listen and then do. Listens to others in small groups. Can answer simple questions about themselves. Understands the prepositions – under, on top, behind, next to. Understands how and why questions. Follows more lengthy instructions e.g. get your coat and line up. Can describe how they carried out an activity or made something.
<b>Speaking</b>	Holds a conversation but may jump between topics. Beginning to use word endings eg going, cats. Links actions and words to communicate immediate needs and wants. Links four or five words together. Uses descriptive words which explore form and function.	Can retell a past event. Can tell their own short story or narrative. Asks for things they might need.	Links thoughts using and, because. Uses talk to explain what is happening and anticipate what might happen next. Can start a conversation with an adult or a friend and continue it for many turns. Is starting to ask and answer questions. Use talk to organise themselves and their play and can explain to others what they are doing. "Let's go on a bus... you sit there... I'll be the driver." Tenses may not be accurate.	Has built up a breadth of vocabulary. Uses talk to pretend. Use talk to explain their needs, wishes and feelings. Use complex sentences by using the words because, and. Describe events that have already happened – tenses may not be accurate.
Physical Development				
<b>Gross motor</b>	Runs safely. Turns pages in books. Is starting to balance and hold a still pose. Climbs using hands and feet. Can use equipment that requires pulling and pushing.	Maintains balance. Runs demonstrating an awareness of space and others. Squats to play.	Catches a large ball. Runs with spatial awareness and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.	Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.

<b>Fine motor</b>	Is starting to show control over tools.	Is starting to use one handed tools. Increasingly uses pincer grip.	Can use one handed tools e.g. snips with scissors. Can twist, turn and rotate resources.	Creates lines and circles using different media. Pivots from the elbow. Manipulates a range of tools and equipment, including one handed tools. Use of dominant hand prevalent. Child's pencil grip identifiable- evidence of use of modified tripod grip
Literacy				
<b>Word Reading</b>	Can recognise and match pictures, labels and silhouettes to resources in provision.	Recognises familiar words, signs, logos and print e.g. McDonalds, Cadbury and their name. Looks at books independently.	Shows an interest in illustrations and words. Handles books carefully. Hears and says the initial sounds in words. Is beginning to recognise rhyme and alliteration.	Can orally blend and segment the sounds in words. Knows that print carries meaning. Is secure with identifying objects or pictures with the same initial sound. Can recognise rhyming pairs
<b>Comprehension</b>	Listens to stories, rhymes and songs. Fills in the missing word in a nursery rhyme.	Listens to stories and poems in one to one and in small groups and is starting to join in. Is starting to talk about stories.	Joins in with repeated refrains from stories, rhymes and poems with adult support. Is starting to use vocabulary from stories.	Joins in with repeated refrains from stories, rhymes and poems with visual prompts such as picture cards. Can talk about stories e.g. recall, characters or make predictions. Uses the language of stories.
<b>Writing</b>	Independently draws and writes e.g. on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. Uses pincer grip in play to hold small objects.	Distinguishes between the different marks they make e.g. writing will look like scribble writing. Makes up stories, play scenarios in response to their experiences.	Sometimes gives meaning to their drawings and paintings. Imitates adults writing with emergent writing e.g. writing will include lines, circles and other symbols.	Hears and says the initial sounds in words. Attempts to write familiar sounds in words and begin to build cvc words. Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. Begin to use letter like shapes in their writing Gives meaning to the marks they make.

Mathematics				
<b>Mathematics Number</b>	Uses words like more, lots or same to compare quantities. Begins to say numbers in order (up to 5). Uses number names in play and imitates adult actions, rote counting or saying counting words alongside their physical actions. Shows an interest in number in the environment and in books and rhymes.	Uses some number names and language within play with increasing accuracy. Can rote count to 5. Counts up to 3 objects.	Can subitise 1 and 2. Counts up to 5 objects with one to one correspondence. Recognises that the last number in the count is the total. Recognises numerals of personal significance e.g. 3 for their age. Compares two small groups of up to five objects, saying when they have the same amount.	Can count accurately up to $\pm 0.5$ with confidence. Has a strong foundations of numbers to 5. Can see numbers in different ways e.g. 3 can be 3 pens, but also 3 sides of a triangle. 4 can be a square or a rectangle Can use the language of more, less and the same to compare quantities. Can link numerals to amounts (up to 5). Can subitise 1, 2 and 3. Can make marks to represent quantities.
<b>Numerical Pattern</b>	Explores pattern using manipulatives and puzzles. Begins to notice there is an order and sequence in familiar routines.	Joins in with number songs that count on e.g. one more or one less.	Uses some prepositions e.g. in, on, under. Demonstrates the understanding of positional language.	Can anticipate the next number in counting songs of one more and one less.
Understanding the World				
<b>People, culture and Communities</b>	Has a sense of their own family, relations and pets. Imitates everyday actions and events from their own family and cultural background.	Shows an interest in the lives of other people. Is beginning to show an interest in different occupations (links with PKC People who helps us)	Enjoys joining in with family customs and routines. Can talk about significant events in their own life. Recognises special times in their life.(Christmas, Birthdays, New year, Easter)	Can talk about some of the ways they are unique. Talk about similarities in relation to their friends and family. Can talk about their family. Can talk about celebrations eg. Their birthday. Shows interest in different occupations and people who help us.
<b>The Natural World</b>	Notices objects in their environment. Can talk about some things they have observed in nature.	Comments about the familiar world such as the place they live in and the natural world using vocabulary taught.	Explores growth and decay. Shows care and concern of their environment. Asks questions about places and nature.	Can talk about growth and decay and start to notice changes. To show care and concern for living things. Talk about why things happen and how things work.

<b>Past and Present</b>	Has a sense of their own family, relations and pets.	Recognises special times in their life.	Enjoys joining in with family customs and routines. Can talk about significant events in their own life.	Can talk about their own family and their celebrations.
Expressive Art and Design				
<b>Creating with Materials</b>	Represents actions and objects. Explores colours whilst creating. Creates 2D and 3D structures.	Explores how sounds can be changed. Moves in a range of ways. Sings nursery rhymes. Uses media and materials to represent ideas.	Taps out simple repeated rhythms. Explores colour and how it can be changed. Sings familiar songs. Explores tools and their effects.	Uses lines to enclose a space. Begins to use drawing to represent experiences and objects. Uses construction materials to join, stack, balance, making enclosures and creating spaces. Uses simple tools for a purpose e.g. scissors, rolling pins. Constructs with a purpose.
<b>Being Imaginative and Expressive</b>	Is beginning to express their own ideas. Begins to make believe by pretending. Engages in imaginative play based on own ideas or first-hand experiences. Shows an interest in those who are exploring new ideas.	Creates movement in response to music, stories and ideas. Sings and makes up simple songs. Plays alongside other children who are engaging in the same theme.	Notices and copies what other children and adults do. Uses available resources to represent their own ideas.	Engages in imaginative play. Joins in with nursery rhymes and songs. Explore, understand and represent their world, ideas, interests and fascinations.

## Reception

	Baseline	Autumn 2	Spring 2	End of Year tracking point - ELG
<b>Personal, Social and Emotional Development</b>				
<b>Building Relationships/Making Relationships</b>	Can name some emotions. Seeks out adults to support with problem solving and disagreements. Is beginning to control their impulses. Can play in a group. Initiates interactions with peers.	Can name emotions Can take turns with adult support. Listens to the opinions, ideas and views of others Can talk about their wants and needs.	Plays collaboratively with peers. Can work as a team. Can take turns with peers without support. Takes steps to resolve conflicts.	-Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
<b>Managing self/Sense of Self</b>	Tries new activities with encouragement. Chooses resources independently.	Can talk about the class rules. Shows confidence in choosing resources and	Shows confidence in speaking to others about their own needs, wants, interests and opinions in	-Be confident to try new activities and show independence, resilience and perseverance in the



<p><b>Health and Self Care</b></p>	<p>Can follow simple instructions. Responds well to praise. Develops confidence, risk taking and trying new things. Can express their needs.</p> <p><b>Names body parts.</b> <b>Puts on their coat independently.</b> <b>Shows some awareness of how to keep themselves safe.</b> <b>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</b></p>	<p>perseverance in carrying out a chosen activity Can say what they are good at</p> <p><b>Usually dry and clean during the day</b> <b>Can name healthy food choices.</b></p>	<p>familiar group Starts to persevere in simple activities with adult encouragement. Follows the class rules and shows some awareness of why they are important.</p> <p><b>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health, including tooth brushing.</b></p>	<p>face of challenge. -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p><b>Self-regulation/Understanding Emotions</b></p>	<p>Can name some emotions e.g. happy, sad, angry or worried. Adapts their behaviour to different social situations.</p>	<p>Can name emotions Can talk about their wants and needs. Can take turns with adult support.</p>	<p>Understands their own and other people's feelings, offering empathy and comfort Is more-able to manage their feelings and tolerate situations in which their wishes cannot be met Can negotiate to manage conflicts. Express their feelings and consider the feelings of others.</p>	<p>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
<p>Communication and language</p>				

<p><b>Listening and Attention and Understanding</b></p>	<p>Join in with repeated refrains from stories and rhymes.          Focuses attention to listen and then do.          Listens to others in small groups.          Can answer simple questions about themselves.          Understands the prepositions – under, on top, behind, next to.          Understands how and why questions.          Follows more lengthy instructions e.g. get your coat and line up.          Can describe how they carried out an activity or made something.</p>	<p><del>Listen to and talk about what has been read to the class.</del>          Thinks about questions with support regarding familiar texts.          Respond appropriately in conversation.          Understands questions such as who; why; when; where and how</p>	<p>Asks and answers questions relevant to what they have read.          Asks who, why, when, where and how questions.          Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.          Listens and responds appropriately to ideas expressed by others in conversation or discussion</p>	<p>-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.          -Make comments about what they have heard and ask questions to clarify their understanding.          -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
<p><b>Speaking</b></p>	<p>Has built up a breadth of vocabulary.          Uses talk to pretend.          Use talk to explain their needs, wishes and feelings.          Use complex sentences by using the words because, and.          Describe events that have already happened – tenses may not be accurate.</p>	<p>Use new vocabulary through the day.          Connect one idea or action to another using a range of connectives.          Links statements and sticks to a main theme or intention</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events          Use new vocabulary in different contexts.          To start to use tenses with increased accuracy.</p>	<p>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.          -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.          -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p>Physical Development</p>				

<b>Gross motor</b>	Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles	Has refined the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Has developed and refined a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<b>Fine motor</b>  <b>Health and self-care – see PSED managing self.</b>	Creates lines and circles. Pivots from the elbow. Manipulates a range of tools and equipment, including one handed tools.	Begins to use anticlockwise movement and retrace vertical lines Handles tools, objects, construction and malleable materials safely and with increasing control and intention	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Can eat with cutlery.	Statutory ELG: Fine Motor Skills Children at the expected level of development will: <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>
Literacy				
<b>Word reading</b>	Can orally blend and segment the sounds in words. Knows that print carries meaning.	Reads CVC words Secure Phase 2 phonics knowledge (ELS) Secure Group C (RWI)	Reads simple phrases that are phonetically plausible and recognises some harder to read and spell words. Begins to read words with adjacent consonant clusters Secure Phase 3 phonics knowledge. (ELS) Secure Red (RWI)	<ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> Secure Green/Purple (RWI)

<b>Comprehension</b>	Uses the language of stories. Can talk about stories e.g. recall, characters or make predictions.	Understands newly taught vocabulary. Thinks about questions with support regarding familiar texts.	Uses adventurous, tier 2 vocabulary accurately. Asks and answers questions relevant to what they have read.	-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate (where appropriate) key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
<b>Writing</b>	Can orally blend and segment the sounds in words. Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. Gives meaning to the marks they make.	Writes CVC words. Write some words using Phase 2 phonic knowledge.	Writes down the dominant sounds in simple phrases and can write some harder to read and spell words. Writes words with some digraphs. Begins to write words with adjacent consonant clusters	- Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
<b>Mathematics</b>				
<b>Number</b>	Can count accurately up to <del>10</del> 5 with confidence. Has a strong foundation of numbers to 5. Can see numbers in different ways e.g. 3 can be 3 pens, but also 3 sides of a triangle. 4 can be a square or a rectangle. Can use the language of more, less and the same to compare quantities. Can link numerals to amounts (up to 5). Can subitise 1, 2 and 3. Can make marks to represent quantities.	Can count accurately 10 objects from a larger group. Understands parts and wholes up to 5 and can talk about them with objects. Subitise 3 and 4 objects.	Can rote count up to 20. Can share, double and halve numbers using objects. Understands wholes and parts to 10. Can recall the composition of numbers to <del>5</del> 10. Can use tens frames and numicon to talk about how numbers are made. Understand that even numbers are divisible by two and odd numbers can not. <del>To count in 2s.</del>	Number Statutory ELG _ Numbers Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Can count accurately up to 10 with confidence. Has a strong foundations of numbers to 10. Can see numbers in different ways. Begins to know how to add, subtract, share, double, half numbers/groups, and compare quantities within 10.

				<p>Begins to show awareness of teen numbers.</p> <p>Begins to rote count beyond 20.</p> <p>Begins to count in 2s.</p>
<b>Numerical Pattern</b>	<p>Can anticipate the next number in counting songs of one more and one less.</p>	<p>Is able to identify groups of objects that have more or less than and the same.</p> <p>Can make groups of objects of the same quantity and begins to find the total by combining groups.</p> <p>Uses everyday language to recreate and describe patterns in.</p> <p>Uses comparative language to describe and compare measures (size, weight, capacity and time).</p>	<p>Creates patterns by lining, placing, building and arranging. Orders three or more measures (size, weight and capacity) whilst playing.</p> <p>Can talk about the properties of shape and pattern, using vocabulary to describe position, direction and movement.</p>	<p>Statutory ELG: Numerical Patterns</p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> <p>Begins to show awareness of teen numbers.</p> <p>Begins to rote count beyond 20.</p> <p>Begins to count in 2s.</p>
<b>Understanding the World</b>				
<b>People and Communities/ People, Cultures and Communities</b>	<p>Can talk about some of the ways they are unique.</p> <p>Talk about similarities in relation to their friends and family.</p> <p>Can talk about their family.</p> <p>Can talk about celebrations eg. Their birthday.</p> <p>Shows interest in different occupations and people who help us.</p>	<p>Knows that other children do not always enjoy the same things, and is sensitive to this.</p> <p>Can talk about special times in their lives.</p> <p>Understand that some places are special to members of their community.</p> <p>Can make comparisons between polar countries and England through the exposure to books.</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> <p>Recognize that people have different beliefs and celebrate special times in different ways.</p> <p>Can talk about the differences between another country and England through exposure to books.</p>	<ul style="list-style-type: none"> <li>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>-Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>
<b>The World/The Natural World</b>	<p>Can talk about growth and decay and start to notice changes.</p> <p>To show care and concern for living things.</p>	<p>Can talk about how things change e.g. ice melting.</p> <p>Can make representations of objects and living things.</p>	<p>Can make observational drawings.</p> <p>Can say how environments are different.</p>	<ul style="list-style-type: none"> <li>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>

	Talk about why things happen and how things work.		Can discuss similarities and differences between changes in state e.g. when baking.	-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<b>Past and Present</b>	Can talk about their own family and their celebrations.	Can talk about similarities and differences between them and their peers. Can talk about how they have changed over time.	Can talk about how things were different a long time ago e.g. toys. Can make observations from books about how things have changed that depict the past. Talks about past and present events in their own life and in the lives of family members	-Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books read in class and storytelling.
<b>Expressive Art and Design</b>				
<b>Creating with Materials</b>	Uses lines to enclose a space. Begins to use drawing to represent experiences and objects. Uses construction materials to join, stack, balance, making enclosures and creating spaces. Uses simple tools for a purpose e.g. scissors, rolling pins. Constructs with a purpose.	Can talk about their creative work. Can use a range of tools for a purpose e.g. hole punches, extruders, sand moulds. Uses a variety of resources when creating. Can act out their own narratives.	Experiments with a range of tools and resources, selecting the most appropriate one for the task. Talk about how they made their creations. Engage in resources or create their own props to act out narratives e.g. a habitat for the small world animals.	-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used. -Make use of props and materials when role playing characters in narratives and stories.
<b>Being Imaginative and Expressive</b>	Engages in imaginative play. Joins in with nursery rhymes and songs. Explore, understand and represent their world, ideas, interests and fascinations.	Can join in when reciting simple poems. Can talk about the key parts of stories. Can make up their own narratives.	Can join in with actions to stories, songs and poems. Can retell simple narratives with props or prompts. Can suggest how a story might end.	-Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.