

 <p style="text-align: center;">St Elizabeth's Catholic Voluntary Academy</p> <p style="text-align: center;">Assessment and Feedback Policy</p>	<p>January 2023</p> <p>Review date January 2024</p>
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Rationale

'As Sweller, Ayres and Kalyuga have said, **learning is defined as knowing more and remembering more** and as an alteration in long term memory - if nothing has been remembered, then nothing has been learned. ¹ The primary purpose of assessment, therefore, is to understand the extent to which pupils know more and remember more of the curriculum they have experienced, and whether what they know is flexible and secure in long-term memory.'

(St Ralph Sherwin CMAT Assessment Framework – 2021)

Aims

At St. Elizabeth's, we strive to create an ethos and environment in which children can enjoy learning and reflect, improve and grow in confidence in all that they do. We believe that assessment is vital in informing learning and teaching.

The term assessment refers to all those activities undertaken by teachers and teaching assistants and also by the pupils in assessing themselves, which provides information to be used as feedback to modify the learning and teaching activities in which they are engaged.

Assessment can be divided into two distinct types: Assessment of learning (summative assessment) and Assessment for learning (Formative assessment).

Summative summarises where learners are at, at a given point in time. At St. Elizabeth's, we assess summatively on a termly basis in all core and non core subjects. We use standardised testing in Reading and Maths to support these judgements. In Writing, we use assessment statements that are broken down into the learning required for each term. We then assess pupils' progress against the termly learning.

In all other subject areas, we have devised our own assessment procedures and tasks based upon the national curriculum and the 'powerful, sticky knowledge' required for progress and schema building. The retention and functionality of this knowledge is assessed in an ongoing basis as part of our formative assessment through retrieval practice outcomes, analysis of work produced and in quality of verbal responses.

In both types of assessment (formative and summative) and across all subject areas, we subdivide teacher judgements into 4 possible grade boundaries (1, 2, 3 or 4):

- Successfully learning all or nearly all of the curriculum, demonstrating a strong understanding of the knowledge and skills expected (1) ¹
- Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps (2)
- Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps (3)

¹ Sweller, J., Ayres, P., Kalyuga, S. (2011).

- Not successfully learning the curriculum, with important gaps in the skills and knowledge expected (4) ²

Each descriptor indicates how much of the learning has been retained over the term. In some cases, pupils may be operating within a previous year group's expectations. All judgements are recorded onto our school tracker (Insight) after each assessment point in line with our SRSCMAT Assessment Framework (appendix 3). Outcomes from these assessments are then analysed during Pupil Progress Meetings and Achievement Team Meetings; the teaching sequence is then adjusted accordingly to meet pupils' needs.

Effective feedback is vital to our pupils making great progress. Therefore, next steps are clearly communicated in (some) written and verbal feedback, often with an emphasis on pupils having something to respond to in order to make further progress, this may be completed in purple pen. Time is set aside regularly during the teaching week for pupils to respond to feedback (purple pen, sometimes called "fix its"). In addition, live marking strategies has been introduced in order to make feedback more useful and engaging.

Pupil Progress Meetings and Achievement Team Meetings

At data collection points, the Assessment Co-ordinator (in conjunction with the relevant subject leaders) will analyse pupil attainment and progress by year group, class and pupil characteristic. The Assessment Co-ordinator will then brief the Leadership Team on key themes and trends arising from this data analysis. These themes are shared with all staff and each class teacher will then identify 2 or 3 pupils matching these themes. Achievement Team Meetings are held in phases and teachers work together to create learning plans relevant to these themes to bridge gaps in learning for those pupils identified.

After the Achievement Team Meetings have taken place, Pupil Progress Meetings are held to discuss the strengths, key issues, next steps and agreed learning plans particular to their class.

Classroom Practice

We believe that 'learning how to learn' is at the heart of assessment for learning. Thinking about how children learn makes it possible to work out how best to teach. As a result of this belief, our classroom practice reflects our aim to develop pupils as active participants in their own learning and live feedback takes places between teachers/teaching assistants and pupils in the vast majority of lessons. Assessment for learning strategies and feedback are firmly embedded into day-to-day classroom practice in the following ways:

- Learning objectives are displayed and discussed with all pupils so that everyone understands what they are aiming towards.
 - Learning objectives focus on the learning and the cognitive domain driver words (basic, advancing and deep)
 - Children are often scaffolded appropriately to aid the pupils in understanding how to meet the learning objective.
 - Key questions are often displayed in RE (wonder question on prayer area) and T4R (the big question) and used in lesson starters and mini-plenaries to support pupils' thought processes.
 - Curriculum displays can include statements, questions, vocabulary (tier 2 and tier 3) and reminders of work covered to highlight key learning points.
 - Mini-plenaries, revisits and exit tasks are used regularly during lessons, to provide an opportunity to reflect on the learning objectives and outcomes in order to ascertain what has been learned so far and what requires further attention. Next steps are then identified and are used to inform future planning. This assessment feeds into the continuing process of learning and teaching.
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- At the beginning of writing, reading and maths sessions, the work from the previous day is reviewed, good examples of work may be shared and misconceptions discussed (feedback session). During these sessions, the teacher will discuss elements for improvement and children will check work against these, making improvements where necessary.
- Classroom organisation, environment and resources support inclusive teaching processes and collaborative learning.
- Successes are celebrated by pupils and staff in lesson times, through displays, in Achievement Liturgical Prayers and through our house point reward system.
- Teachers and teaching assistants actively strive to foster positive attitudes and behaviour towards learning and achievement.

Foundation Stage Marking and Reporting

For our Foundation Stage children, we strongly believe in the importance of starting from where the children are in their learning. We mainly assess the children through observation, providing immediate verbal feedback during their activities. We find that this is the most constructive and accessible way for them to understand how they are progressing. Observations are made regularly to assess progress towards the Early Learning Goals and these findings are recorded in the Foundation Stage Profiles and are evidenced in 'Tapestry' -the children's individual online learning journals. These observations form the basis for future planning. The Assessment Framework is used for PITA - Point In Time Assessments – these are recorded on Insight, these also inform future planning and teachers can analyse this data for gaps in learning to plan for future learning.

In addition to verbal feedback, stickers and stampers are also used to give positive feedback on pupils' successes. Comments or symbols are written to indicate the context of the children's work e.g. independent or supported work and also to inform teachers and teaching assistants of significant progress, areas for development and notes for future planning.

In maths, green pen will be used by the adults with a positive comment/stamper or how the child has been supported and if understood.

In writing the whole school marking grid (see appendix 1) is introduced in an appropriate way.

In RE, the teacher scribes for the child in green and a stamper is used.

Marking and Feedback – Delivered through Live Marking and Whole class feedback sessions

In order for marking to be meaningful and effective in ensuring rapid progress, it should enable pupils to:

1. understand what they have done well
2. understand how to improve
3. make visible signs of improvement as a result of feedback (often in purple pen).

Prompts will be given to the whole class through feedback where good examples are shared and areas for improvement discussed. Teachers and teaching assistants then allow pupils time to act upon their feedback on a day to day basis.

Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback, although, more and more live marking is being used effectively in school. There are signals in books that a teacher has viewed work, this could be a tick or a stamp or record sheet kept in the feedback folder in order to inform the teacher of who to go to the following day for support or celebration or it may consist of green highlighting for correct responses and pink highlighting for errors/improvements needed.

Marking and Reporting

(Please see Appendix one for Marking symbols)

In both Key Stages, live marking and feedback sessions take place regularly. In FS children are exposed to these symbols at an appropriate time. The only exception to this is in the subject of RE.

Detailed marking (RE only and where teachers deem it necessary for writing)

When using detailed marking methods, teachers assess the pupils' progress towards the learning objective. Learning objectives should therefore be shared in every lesson and RE driver words underlined in red. The teacher then makes a positive comment about aspects of the learning objective that have been met. After this has been done, the teacher will identify a task using the head, heart or cloud symbol. This task will require the pupil to make a visible improvement in response, again often in purple pen. Time is given to respond to the prompt by making any necessary improvements or additions. These comments are always related to the children's progress towards the learning objective and end of year expectations.

Assessment for learning with SEN pupils

We believe that carefully matched scaffolding can support all learners. Early identification of SEND children helps us to tailor appropriate support at an early stage alongside quality first teaching, enabling SEND children to keep up not catch up.

Monitoring

Regular work scrutiny, lesson observations and discussions with pupils are undertaken by senior leaders to ensure the feedback is of high quality and is consistently high throughout the school and that signs of visible progress is evident for all pupils.



St. Elizabeth's EYFS Marking Code

What do the marks in my book mean?



Great work – well done!

the/cat

Finger space needed

... sat on the
mat.

Full stop missing

monday

Capital letter missing

The cat sat

Your writing isn't on the line

sed

Letters with ticks are correct, letters with dots are incorrect. Try again with your spelling!



St. Elizabeth's KS1 Marking Code

What do the marks in my book mean?



Great work - well done!



Please review this section

the/c~~at~~

Finger space needed

on the mat. □

Punctuation missing

monday

Capital letter missing

The ^ sat on the...

Missing word (your sentence doesn't make sense without it)

The cat sat on ...

Can you uplevel this word?

He was felling sad.

Incorrect spelling. Have another try!

feeling ✓

This spelling is correct - well done!

He run yesterday.

Wrong tense



New paragraph needed



St. Elizabeth's KS2 Marking Code

What do the marks in my book mean?



Great work - well done!



Please review this section

m^onday

Capital letter needed

didn't

Missing punctuation

The ^ sat on the...

Missing word (your sentence doesn't make sense without it)

He ^T sit yesterday

Wrong tense

He was very
happily
running

There is a spelling on this line that needs fixing

happily ✓

This spelling is correct - well done!

Feeling happy

Can you uplevel this word?



New paragraph needed



A framework for assessment in Early Years, KS1 and KS2

1. Introduction: Assessment Aligned with Curriculum and Pedagogy

In recent educational history, it has very often been the case that assessment has become broadly synonymous with data and reporting. In many cases, assessment has become the servant of number-crunching and spreadsheets, often in the pursuit of 'proving' pupils or groups of pupils are making progress. The real purpose of assessment – understanding and supporting pupils' learning and planning how to improve it – has, to varying degrees, been obscured. This framework sets out the principles and practice for a trust-wide approach to assessment which meets this core purpose.²

As Sweller, Ayres and Kalyuga have said, **learning is defined as knowing more and remembering more** and as an alteration in long term memory – if nothing has been remembered, then nothing has been learned.³ The primary purpose of assessment, therefore, is to understand the extent to which pupils know more and remember more of the curriculum they have experienced, and whether what they know is flexible and secure in long-term memory.

2. Aims and Objectives

This framework has several important objectives, the most important of which is that assessment must be fit for purpose, in all contexts and domains. This framework achieves this by ensuring:

- A close link between assessment, curriculum, and teaching. Assessment is primarily about how well pupils are learning the intended curriculum. The outcomes of assessment should always influence decisions about teaching and the design of the curriculum
- Assessments are valid, reliable, and used to help pupils to learn better. Assessments should be designed to provide insight into pupils' learning – it should never be 'data-led'. However, assessment will be robust enough to provide valid and reliable information across different teachers and different cohorts or classes
- Reporting and target setting are meaningful and valid. Where assessment outcomes are reported, these measures will be valid, meaningful and easily understood. A valid assessment will always measure what it purports to measure – it will not be used to generalise or distort
- Assessment methods must be efficient and not increase staff workload. The outcomes from most formative assessments should not need to be recorded formally. There should not need to be more than three formal summative assessment points per year. Approaches to marking should be designed to ensure impact on learning and reduce the burden on staff
- End of year assessments will be appropriately benchmarked. This is to provide confidence to academy leaders and to the trust that standards are appropriate and to ensure comparability between academies and, where possible, with national expectations. Arrangements for benchmarking will be finalised in due course.

3. Core Principles

- **The primary purpose of assessment is to provide valid and reliable information about whether pupils are successfully learning the intended curriculum.** Assessment should always provide information about whether pupils can remember, in long-term memory, what they have learned. A further purpose of assessment is to provide information about the effectiveness of curriculum and pedagogy and how these can be improved.
- **Progress is defined as the extent to which a pupil or pupils have learned or are successfully learning the intended curriculum.** The curriculum is the progression model. It sets out what we want pupils to learn, and therefore their 'progress'.

² This framework was reviewed by Prof. Tim Oates, Cambridge Assessment, and incorporates his feedback.

³ Sweller, J., Ayres, P., Kalyuga, S. (2011).

If pupils are successfully learning the curriculum, they must be making progress. Progress cannot be measured or 'proved'.⁴ Attempting to do so often sets up perverse incentives or practices such as teaching to the test

- **Assessment should exploit the benefits of assessment on learning and memory.** The approach to assessment should always seek to make use of the 'testing effect'⁵. Research has shown that regular assessment, if used in appropriate ways, strengthens long-term memory and recall

4. Summative and Formative Assessment

- **Summative assessments information should be gathered at least at three points during the year, which includes an end of year assessment.** Academies can, of course, also use summative approaches more frequently at other times (for example, at the ends of sequences or units of learning). Summative assessments should be designed to evaluate pupils' learning (of the curriculum) since the beginning of that unit, sequence or term/year, along with any content taught previously and considered essential to support current and future learning. Academies should note that there are often limitations in using summative assessments for diagnostic purposes⁶
- **At other times, regular formative assessment will be the main approach.** The main aim is diagnostic and remedial: to identify whether important learning has been securely mastered and fluency achieved. From lesson to lesson, this will only rarely take a 'formal' test-based format. There is no need to record or aggregate 'data' from such formative assessments, other than information the teacher feels necessary. Formative assessments will be 'low stakes' and are likely to take a wide variety of forms: from reviewing pupils' work and responses, interactive Q&A during teaching, to 'quick quizzes' and 'exit tickets', teachers will deploy a range of strategies to gauge pupils' fluency and mastery of key knowledge and understanding. The impact of formative assessment will be evident through pupils' improved understanding and mastering of the curriculum
- **The development of high-quality assessment approaches is essential.** For example, research has shown that a high volume of high-quality questions is a significant factor in effective assessment which supports improved learning. As Tim Oates notes, these questions are particularly effective in 'challenging, flushing out misconceptions, stimulating thought and so on. Teachers should design learning sequences – engaging with content – but at the same time think of high-quality questions and the answers which would indicate the depth of understanding which is being aimed for'
- **Academies should draw on robust methodology that meets these core principles.** Academies should draw on effective practice both externally and across the trust. Collaboration between academies in the trust will be especially valuable in developing robust assessment methodologies and ensuring trust-wide consistency. Externally, there is good body evidence which supports the use of 'comparative judgement' methodology, as propounded by Daisy Christodoulou⁷

5. Tracking and Reporting

- **National reporting measures, such as SATs scaled scores, should never be used to track pupils' attainment or progress.** However, in Key Stage 2, it is legitimate to make judicious use of external sources (NFER tests) or SATs test questions as part of assessments (both formative and summative) and to support teaching.⁸ This is because familiarity with test instruments is known to be a significant factor in pupils' performance in external tests and examinations⁹.
- **Academies should report on the extent to which pupils have successfully learned the intended curriculum.** To do this, each academy should make an assessment at three points in each academic year, in each subject (except where this would not be appropriate - for example where subjects are taught on a termly carousel, or where the overall teaching time is small. In these cases, a single end-of-year summative assessment would be sufficient). Each assessment point should be synoptic (that is, assessing pupils' learning since the start of the year or key stage), and academies are free to design the most suitable assessment tools for this purpose. Information from these assessments will be collected at a trust-level at each of the three points (see Appendix A)

⁴ Attempting to measure learning is inherently flawed (it is too complex) and very often reductive (applying a single numeric metric narrows our view of what has/has not actually been learned).

⁵ http://psych.wustl.edu/memory/Agarwal/Agarwal_Bain_Chamberlain_2012_EDPR.pdf

⁶ For example, summative assessment is often highly composite, so unless very skilfully interpreted and assessed, can lead to generic remedial action.

⁷ <https://researched.org.uk/comparative-judgement-the-next-big-revolution-in-assessment/>

⁸ As long as the questions (instruments) used assess against the taught curriculum.

⁹ https://www2.gwu.edu/~fellows/GTAP/Online%20Makeup/TL%20Presentation%20Readings/Using%20Practice%20Tests_2004-Winter_p109.pdf

- **Pupils' learning should be assessed and reported using the four-point scale set out below.** Academies should submit at the end of each term, and report to parents¹⁰ and other appropriate stakeholders, for each subject, the proportion of pupils who are:
 - Successfully learning all or nearly all of the curriculum, demonstrating a strong understanding of the knowledge and skills expected (1)
 - Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps (2)
 - Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps (3)
 - Not successfully learning the curriculum, with important gaps in the skills and knowledge expected (4)

In order to do this, teachers should assess every pupil in each subject (see Appendix A) using the above four-point scale. This assessment should draw primarily upon the teacher's knowledge of each pupil, using a range of formative and summative assessment approaches¹¹

6. Assessment in Early Years Settings

As a Trust we are acutely aware that the national picture for Early Years is changing. This will of course impact on the Early Years section of the framework and will be updated as the changes emerge, taking workload into account. Therefore, we advise schools to maintain their own systems and procedures for 20-21.

- **Academies should continue to assess and report as currently in relation to the Early Learning Goals (ELGs) and guidance in development matters.** This means that early years practitioners should continue with existing practice in gathering sufficient evidence to make robust and reliable judgements about children's attainment in relation to the 17 ELGs. These judgements will typically assess whether children are at emerging (1), expected (2) or exceeding (3) standard against the criteria for each of the ELGs. The proportion of children at each of the three points should be reported as usual to the trust
- **Academies should also assess children's learning of core knowledge set out in the early years' curriculum.** These assessments will be made using the four-point scale set out in section 5, above¹² and will be made at three points in the year (typically the ends of terms 2, 4 and 6). This will only apply to children in Reception.¹³ To do this, academies should first identify the 'core' knowledge that children will learn prior to each assessment point. This will be the most important knowledge that children should learn over the course of each block of two terms and that teachers want children to remember long-term. This should not be a long list – quality and significance of core knowledge is more important than quantity! Prior to each assessment point, practitioners should make a holistic judgement about how well pupils have learned this core knowledge using the four-point scale above
- **Assessment of core knowledge must not increase the burden of assessment on EY practitioners.** In gathering 'evidence' about children's learning of the core knowledge, practitioners are not expected to keep detailed records or create elaborate tracking systems. To make the judgement outlined above, practitioners should use a mix of informal and summative assessment methods during the course of ongoing teaching, sufficient to understand how well children are able to show, explain and apply the core knowledge. It is expected that assessing children's grasp of the core knowledge will also contribute evidence for other ELGs. However, there should not be direct link between the core knowledge assessed score (1-4) and any ELG assessment (1-3), or vice-versa¹⁴
- **This approach will be kept under review to ensure it is fit for purpose.** An important aim of the assessment of core knowledge is to understand the effectiveness of the EY curriculum, and how it can be improved. It is also to understand how well children develop an understanding of the most important knowledge that contributes to their development, as well as preparing them for learning in Key Stage 1. As such, we will continually review this approach to ensure it meets these aims, without adding to the burden of assessment for EY practitioners

¹⁰ To strengthen the effectiveness of reporting to parents, academies should ensure that high-level curriculum plans (or equivalent) are available on the academy website so that parents can understand the content covered over the term.

¹¹ In early years, children's attainment should be recorded using the EYFS profile and, for reading, using the appropriate phonics teaching and assessment scheme.

¹² EY practitioners should note that this scale runs in the opposite direction to the three-point scale used for the ELGs. While it is recognised that this is not ideal, this is important to ensure consistency in assessment of the curriculum with other year groups in each academy.

¹³ Assessment arrangements for children in Nursery provision remain unchanged.

¹⁴ For example, 'if a particular ELG or set of ELGs is judged X, then the core knowledge judgement can only be Y'. This should be avoided, and the ELG assessment decoupled from the core knowledge assessment.

- **The assessment of children’s core knowledge in EY, as set out above, will not be used for comparative or accountability purposes.** As EY curricula between academies are likely to differ markedly, and the approach to assessment is largely informal and not guided by criteria, comparisons between academies and with the ELG judgments are not valid. Academies should only use assessment information to reflect and evaluate children’s learning of the core knowledge in their EY curriculum, and to inform improvements to teaching and/or the curriculum

7. Phonics

- **Assessment of early reading and phonics should be regular and help to keep pupils on track.** Academies should ensure their approach to the assessment of phonics and early reading is accurate, reliable and effective in helping all pupils to keep up, in line with at least 90% of children meeting the Year 1 phonics screening check. Academies are not required to use the four-point scale set out above for reporting on pupils’ learning of phonics but will continue to use their systems for formative assessment. Instead, academies should report on the proportion of children in Year 1 (and, where appropriate, Y2) who are on track to pass the phonics screening check.

8. Targets

- **Individual pupil targets should never be used in early years or in key stages 1 or 2.** There is considerable evidence of the negative impact of target setting on pupils’ achievement and expectations of themselves, as well as teachers’ expectations. Targets at a pupil level often lack validity and reliability and are sometimes derived from the inappropriate use of baseline measures¹⁵
- **Academies should still set end of key-stage cohort targets for attainment in reading, writing and mathematics.** Such targets are much less affected by statistical unreliability and other sources of uncertainty. These targets remain a useful tool for academy self-evaluation, improvement planning and accountability. Note that cohort targets should also be set for the proportions of pupils meeting the Y1 and Y2 phonics screening check¹⁶

9. Benchmarking

- **Academy leaders will continue to use FFT estimates to benchmark their performance against similar schools nationally.**
- **There should be a single end-of-year assessment for Reading, SPAG and Maths.** The end-of-year assessment should cover the curriculum content taught over the academic year. The trust will make arrangements for the relevant papers to ensure consistency and comparability across the Primary Academies. Academies are free to devise assessments (where appropriate for all other subjects), or to draw on assessments from other sources. A key purpose of this assessment is to check the ‘reasonableness’ and consistency of in-year teacher assessments (using the four-point scale above). Internal moderation of the end-of-year assessments should be undertaken using an appropriate sampling method. Reporting of end-of-year assessments should still use the four-point scale above (or the standardised score for Reading, SPAG and Maths)

10. Accountability and Workload

- **Accountability will be through existing trust review structures.** These will consider whether curriculum intentions are appropriate and if assessments of pupils’ learning are suitable and valid. They will scrutinise the academy’s own evaluations of how successfully pupils are learning the intended curriculum in each subject (or a sample of subjects). Assessments will not be used in isolation to reach judgements about pupils’ progress or attainment
- **Assessment approaches should be implemented in ways which reduce staff workload.** For example, assessments made using the four-point scale noted above should not be translated to other measures, such as SATs scores, which would require the design and use of appropriate criteria. Similarly, assessment in key stages 1 and 2 should draw primarily on information from informal, formative and summative assessments. There is no need for staff to routinely record information from informal assessments
- **Approaches to marking should be impact evidence based.** Academies should review their approaches to marking to ensure they are not increasing staff workload. For example, pupils’ routine work should not normally be marked. Instead, academies should identify a suitable number of assessment tasks which will be teacher-assessed. The purpose of teacher marking is to help the teacher understand gaps in learning for individual pupils or groups of pupils. Feedback to address these gaps should be provided as promptly as possible.

¹⁵ <https://bennewmark.wordpress.com/2017/09/10/why-target-grades-miss-the-mark/>

¹⁶ In primary schools, cohort subject targets need only be set in reading, writing, mathematics (KS1 and KS2), for EYFS and for the Y1 and Y2 phonics screening check.

It is not always necessary for such feedback to be written, or a record to be kept that feedback has been provided – evidence of improvement in pupils' learning or quality of work will usually be sufficient. For most purposes, responsive teaching, including through whole-class, or individual, verbal feedback is normally the most effective strategy¹⁷

Appendix A: Summary of Timeframe and Reporting

Assessment information will be gathered and reported to the trust as shown in the table below:

Subject(s)	Key stage(s)	Frequency	Format for reporting (all stakeholders)
Reading, Maths SPAG,	KS1 and 2	End of Advent and Lent terms	Proportions of pupils in each subject at 1, 2 3 or 4 on four-point scale in section 5
Reading, Maths SPAG,	KS1 and 2	End of the year	Standardised score collection
RE, writing and science	KS1 and 2	End of Advent and Lent terms and end-of-year	Proportions of pupils in each subject at 1, 2 3 or 4 on fourpoint scale in section 5
History, geography, art, D&T, music, PE, computing, PSCHÉ	KS1 and 2	End of Advent and Lent terms and end-of-year depending on whether the subject has been covered in the term	Proportions of pupils in each subject at 1, 2 3 or 4 on fourpoint scale in section 5
MFL	KS2	End of Advent and Lent terms and end-of-year	Proportions of pupils at 1, 2 3 or 4 on four-point scale in section 5
Phonics	KS1	End of Advent and Lent terms and end-of-year Proportions	of pupils at each point on four-point ARE scale in section 6

17 For example, <https://twitter.com/MrBoothY6/status/1218898947651047426>

Notes:

1. The table above sets out the expectations on academies to report assessment information to the trust. Academies may gather assessment information as they wish, as long as their approaches are justified in terms of impact on learning and do not drive excessive staff workload, or distort the curriculum or teaching
2. Reporting to parents should take place in line with academies usual reporting timeframes
3. There is no expectation that pupils undertake assessments in 'formal' conditions, or that teachers make use of test or examination-style papers. The exception to this is the judicious use of past national test papers in English and mathematics in Years 5 and/or 6
4. Academies will be expected to have procedures in place to identify and support pupils that are not on track to achieve their FFT estimates, this will form part of the existing review structures.