

Standardised Assessment Process Handbook (Primary) PRIMARY PHASE



ST TERESA
of **CALCUTTA**
Catholic Academy Trust

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Purpose: This handbook sets out the principles, structures, and expectations for assessment across all STOCCAT primary schools. It ensures a consistent, inclusive, and improvement-focused approach aligned to our Catholic mission: *Making Christ Known and Making Lives Better*. It combines strategic alignment with practical guidance for primary (NFER) assessment processes, including EYFS, KS1 and KS2,

Assessment is seen not as a standalone task but as an integral part of curriculum implementation and improvement. Its role extends beyond data to reflect the holistic development of every child—academically, spiritually, and personally.

1. Aims and Objectives

This framework ensures that assessment across STOCCAT primary schools is purposeful, proportionate, and embedded into teaching and curriculum design. Assessment must support all pupils to thrive and be rooted in high expectations, inclusion, and our Catholic mission.

Core Assessment Principles

- **Purpose:** Assessment must support learning, development, and informed decision-making.
- **Validity:** All assessments must reflect the taught curriculum and real pupil experiences.

- **Reliability:** Consistency across classes and schools is achieved through moderation and shared standards.
- **Value:** Assessment must directly improve teaching, curriculum design, or pupil support and contribute to the wider mission of nurturing faith-filled, flourishing individuals.
- The curriculum is the progression model. It defines what we want pupils to learn, and therefore their progress. If pupils are successfully learning the curriculum, they are making progress. Progress cannot be precisely measured or 'proved'; attempts to do so may lead to counterproductive practices like teaching to the test.
- The primary purpose of assessment is to check whether pupils are learning the intended curriculum and remembering key knowledge over time. It also helps evaluate and improve curriculum and teaching.
- Regular, well-designed assessment strengthens long-term memory and recall (the 'benefit of retrieval practice on memory') and should be used to enhance learning, not just measure it.
- Progress is defined as how successfully a pupil is learning the intended curriculum. If the curriculum is the progression model, learning it means progress is being made.

Types of Assessment

- **Summative Assessment:** Conducted at key points in the year (e.g. end of term or unit). It evaluates how well pupils have learned the curriculum, including core content and prior knowledge. Used for reporting and planning.
- **Formative Assessment:** Integrated into everyday teaching. Aims to check understanding, address misconceptions, and adapt teaching. Low-stakes and varied (e.g. questioning, quizzes, exit tickets, work review).
- High-quality assessment involves designing purposeful questions to check depth of understanding, challenge thinking, and identify gaps.
- Schools are encouraged to collaborate across the Trust and use research-based methods (e.g. comparative judgement) to develop strong, reliable assessment tools.
- **Formative Assessment:** Ongoing and embedded in teaching. Examples include questioning, live feedback, retrieval practice, exit tickets, and self-assessment. Also used to support development in attitudes, values, and virtues.
- **Summative Assessment:** Scheduled at three points per year (Assessment Point 1 (Autumn), Assessment Point 2 (Spring), Assessment Point 3 (Summer)) to evaluate learning over time, identify pupil growth, and guide strategic planning.

Tracking and Reporting - EYFS

- Pupils are assessed against the Early Learning Goals at the end of the Foundation Stage using teacher judgement (expected/emerging).
- ELGs are based on typical child development, not the taught curriculum; a 'best fit' model is applied.
- Moderation opportunities should occur within and across schools to ensure shared understanding and accurate judgements.
- Tracking is based on on-entry assessments (STOC/Reception Baseline) and ongoing professional knowledge of each child.
- No requirement exists to collect evidence, but practitioners must know each child's strengths, needs, and learning profile.
- A secure and enabling environment underpins accurate assessment and development.
- Transition to Year 1 should prioritise handover for pupils not achieving GLD to support continuity into KS1.

Tracking and Reporting - KS1 & KS2

- Standardised assessments (NFER) used termly from Year 1 onwards inform teacher judgements.
- In Year 6, KS2 SATs replace NFER and inform planning through question-level analysis.
- Religious Education and Writing is assessed through teacher judgement and robust moderation across the Trust (led by a Religious Education and English Consultant).
- Termly test outcomes guide targeted intervention and are analysed to address gaps.
- Phonics progress is reviewed half-termly using the school's SSP with swift re-grouping and intervention.
- Reporting to parents occurs termly and includes attainment, progress, AtL, and attendance summaries. The method of reporting is at the discretion of each school but a summary of each child's attainment and progress in the core subjects is to be shared along with attendance and attitude to learning updates.

Learning Judgements and Progress Reporting Teachers use the following descriptors:

- Pupils' learning should be assessed using the four-point scale set out below in Appendix 6. Please note that these are absolute judgements not comparative ones. Academies should submit at the end of each term, and report to parents and other appropriate stakeholders, for each subject, the proportion of pupils who are:

- **Successfully learning all or nearly all the curriculum, 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 significant gaps in the skills and knowledge expected (4)**

To do this, teachers should formally assess every pupil each term using the above four-point scale. This assessment should draw primarily upon the teacher's knowledge of each pupil, through the range of formative and summative assessment approaches used.

End of Key Stage 2 Attainment Recording

1. Working at Greater Depth – Pupil is confidently applying and transferring learning across contexts, with depth and fluency.
2. Working at Expected Standard – Pupil is learning almost all of the curriculum with a strong understanding of key knowledge and skills.
3. Working Towards the Expected Standard – Pupil is learning most of the curriculum with a good understanding, though some gaps remain.
4. Below Age-Related Expectations – Pupil is learning some of the curriculum but has several gaps in understanding.

All pupils, including those with SEND or varying starting points, are assessed in relation to the full, ambitious curriculum. Judgements must reflect equitable expectations supported by appropriate scaffolds.

These assessments are used internally to direct teaching and support and are submitted each term to the Trust for tracking and analysis. Parents receive termly summaries of attainment, progress and attitude to learning.

Attitude to Learning (AtL) Judgements

To provide a holistic view of progress, teachers also make AtL judgements as part of each assessment point. These judgements reflect pupil behaviour for learning, effort, independence, and engagement. A simplified four-point scale is used:

- **Excellent:** Shows curiosity, independence, and sustained effort in all lessons. Seeks feedback, perseveres through challenge, and supports peers.
- **Good:** Engaged and motivated most of the time. Completes work conscientiously and responds to support and feedback.
- **Inconsistent:** Shows varying effort or focus. May need prompting to complete tasks and make consistent progress.
- **Concern:** Regularly disengaged. Requires significant support to participate or complete learning tasks.

Recording and Reporting Summary

- Termly submissions via Arbor
- Core subject judgements recorded as Working at Greater Depth, Working at Expected Standard, Working Towards the Expected Standard, Below Age-Related Expectations
- Foundation subject judgements at a school level recorded using four point scale
- AtL ratings support a wider profile of learner development
- All schools report termly to parents (core attainment, AtL, attendance)
- Annual reporting aligned with national and Trust benchmarks

Moderation and Quality Assurance (QA)

- Internal and Trust-wide moderation for writing, RE, reading and maths
- Moderation windows aligned with Assessment Points
- Use of age-related exemplars, cross-school comparisons
- QA visits and check-ins led by RPOs during assessment windows

Rationale for Standardised Assessment Standardised assessments are a key component of STOCCAT's approach to ensuring equity, excellence, and consistency across its primary schools. They provide shared benchmarks and trusted data that support curriculum improvement and teaching quality.

Why Standardised Assessment Matters:

- **Equity and Consistency:** Pupils are assessed using common, rigorous standards across all primary schools. NFER assessments in reading, writing, mathematics, and GPS provide nationally benchmarked data to guide progress tracking.

- **Data-Driven Improvement:** Trust-wide data highlights strengths and gaps at pupil, class, school, and Trust level. This evidence informs planning, intervention, and curriculum refinement.
- **Accountability and Assurance:** Assessment outcomes inform Trust and school improvement planning, support performance evaluation, and provide confidence for Ofsted and other stakeholders.

Intended Impact:

- Early identification of gaps in reading, vocabulary, and mathematical fluency
- Improved teaching through focused CPD and subject leader development
- Stronger outcomes from EYFS to Year 6
- Greater transparency and parent confidence through clear, consistent reporting

Costs and Investment:

- Resources include the purchase of NFER assessments and training for staff
- Benefits include accurate early intervention, reduced workload from consistent processes, and improved pupil outcomes

Delivery of Paper-Based Assessments STOCAT uses a standardised but flexible delivery model:

- **Paper-Based Assessments:** Used from Year 1 to Year 6. These include NFER, PSC, MTC, SATs, and internal tasks in writing and RE. Paper-based formats are developmentally appropriate and inclusive for younger learners.
- **Digital Tools for Staff:** Used to input, analyse, and share data efficiently. Tools such as Arbor help reduce workload and enable faster feedback cycles.
- **Hybrid Flexibility:** Where appropriate, schools may adopt additional tools suited to local infrastructure or cohort needs, provided they align with Trust assessment content and standards.

Assessment should provide valid, reliable, and useful information to inform teaching and improve outcomes. It must:

- Reflect how well pupils have learned the intended curriculum
- Be aligned to curriculum progression and pupil need
- Support staff in identifying gaps, planning interventions, and celebrating progress
- Reduce unnecessary workload and avoid data collection for its own sake

- Recognise the importance of character development, Gospel values and personal growth alongside academic progress

Workload Implications and Systems Support The successful implementation of the standardised assessment process in primary settings relies on clear support structures and efficient systems to reduce unnecessary workload and promote consistency.

Working in Partnership with the Data Team

- **Managing Data Volumes:** As assessments scale across year groups and subjects, the Trust Data Team supports schools by handling increased data efficiently.
- **Automated Systems:** Platforms like Arbor are used to automate data collection, analysis, and uploads, reducing manual input and supporting real-time performance tracking.
- **Submission Templates:** The Data Team provides consistent, user-friendly templates each term to support accurate and aligned data reporting across schools.
- **Termly Data Checks:** A calendar of key submission dates and validation windows is issued to prevent last-minute pressures and ensure high data quality.

Operational Support from Regional Performance Officers (RPOs)

- **Headteacher Support:** RPOs provide direct support to school leaders to embed assessment expectations and develop effective action plans.
- **Assessment Schedules:** Clear termly calendars outlining key assessment windows and deadlines are shared with all schools.
- **Quality Assurance Visits:** RPOs conduct QA checks during assessment windows to observe practice, offer feedback, and provide immediate guidance.
- **Responsive Support:** RPOs are available during assessment periods to troubleshoot issues, clarify expectations, and liaise with the Data Team as needed.

This collaborative infrastructure ensures primary assessments remain purposeful and sustainable without increasing staff workload unnecessarily.

Post-Assessment Actions

The period following each assessment window is critical for ensuring that the data collected translates into meaningful improvement in teaching, learning, and pupil outcomes. This section outlines the structured actions to be taken post-assessment, along with the monitoring and support roles of senior leaders and networks.

Headteachers: Translating Data into Targeted Action

- Develop school-specific post-assessment action plans

Following each assessment window, headteachers are responsible for leading the analysis of pupil-level and cohort-level data to identify patterns, strengths, and gaps. This data should directly inform the creation of an action plan which outlines specific interventions, curriculum adjustments, and teaching strategies aimed at raising attainment and progress.

- Ensure data drives decisions at all levels

These plans should be clearly rooted in evidence from assessment outcomes and reviewed with senior and subject leaders to ensure alignment with whole-school priorities. Focus should be placed on disadvantaged pupils, underachieving groups, and individuals requiring urgent intervention.

RPOs: Monitoring and Supporting Effective Follow-Up

- Conduct assurance checks on the quality and ambition of school action plans

Regional Performance Officers will review submitted post-assessment action plans to ensure they are high-quality, realistic, and sufficiently ambitious. Where gaps or inconsistencies are identified, RPOs will provide constructive feedback and follow-up.

- Engage in coaching-style conversations with headteachers and leaders

In addition to reviewing documentation, RPOs will hold supportive, reflective discussions with school leaders. These conversations will focus on understanding the rationale behind actions, clarifying implementation steps, and removing barriers to effective delivery.

- Track the implementation of interventions

RPOs will revisit schools throughout the term, depending on ASR categorisation, to follow up on the progress of planned interventions, offering challenge and support as needed to ensure that intended actions are being delivered with consistency of delivery.

Targeted, Measurable Interventions

- Implement interventions that are timely, evidence-informed, and measurable

Interventions must be introduced promptly following assessment analysis. They should be tailored to the needs of individual pupils or groups, based on what the data reveals, and include clearly defined success criteria. Progress should be tracked over time using formative checks and pupil feedback where appropriate.

- Evaluate impact to inform future practice

Schools must assess the effectiveness of each intervention, using pupil outcomes and staff reflection to determine what worked, what didn't, and why. This learning should inform subsequent planning and continuous improvement.

This structured and collaborative approach to post-assessment ensures that data is not only collected but actively used to drive improvement. The cycle of analysis, action, and reflection becomes embedded in school culture, with Trust-level support ensuring consistency, rigour, and professional growth.

Trust-Wide Frameworks

To ensure consistency, comparability, and coherence in assessment practice across all phases, the Trust has established comprehensive frameworks for both primary and secondary schools. These frameworks underpin the use of formative and summative assessments, define expectations for data interpretation, and promote standardised approaches to moderation and benchmarking.

Primary Phase (EYFS to KS2): Structured by the Trust's Primary Assessment Framework

- Formative and summative assessment tools aligned to curriculum progression
The Primary Assessment Framework provides clear guidance on the use of both ongoing formative assessment (e.g. teacher observation, questioning, short written responses) and termly summative assessment to track progress and inform next steps.
- Phonics assessment is embedded and monitored
Regular phonics assessments, particularly in EYFS and KS1, are integral to early literacy tracking. These are supported by Trust-wide expectations on frequency, approach, and reporting to ensure early identification of gaps.
- NFER benchmarking to secure external comparability
The use of NFER standardised tests (or equivalent) in reading and mathematics supports national benchmarking. These assessments allow schools to compare performance externally, validate internal data, and adjust curriculum delivery accordingly.
- Trust-wide moderation in writing and RE is embedded
Termly moderation in Maths, writing and RE ensures consistent, reliable judgements. Internal and cross-school moderation activities include shared exemplars, agreement trials, and structured dialogue using Trust-aligned frameworks.

These shared elements foster a collaborative, rigorous assessment culture where pupil progress is reliably assessed and effectively supported across the Trust.

Annual Assessment Calendar

Primary Phase:

- **Autumn:** NFER Baseline (Y1-6), NGRT (Y3-6).
- **Spring:** NFER Mid-Year, NGRT (selected pupils).
- **Summer:** NFER End-of-Year, PSC (Y1), MTC (Y4), SATs (Y2, Y6).

Assessment Calendar 2025-26 - Draft

WINDOW	EYFS	Yr 1	Yr 2		Yr 3	Yr 4	Yr 5	Yr 6	Submission Date	Board
04.09.25 - 17.10.25	Rec Baseline STOC OEA								17.10.25	
03.11.25 - 28.11.25			NFER Autumn Tests (R, M, GP&S) Writing TA					SATs 2024	28.11.25	
03.11.25 - 28.11.25		RE Assessment (TA)							28.11.25	
23.02.26 - 20.03.26				NFER Spring Tests (R, M Y2 / R, M, GPS -				SATs 2025	20.03.26	

				KS2) Writing TA						
23.02.26 - 20.03.26		RE Assessment (TA)							20.03.26	
23.02.26 - 20.03.26		PSC 2025				MTC Sound Check			20.03.26	
23.02.26 - 20.03.26	FORECASTS: GLD, EOKS2, PSC, MTC								20.03.26	
11.05.26 - 14.05.26								SATs 2026	14.05.26	
01.06.26 - 12.06.26						MTC			12.06.26	
08.06.26 - 12.06.26		PSC 2026							12.06.26	
08.06.26 - 03.07.26	GLD	NFER Summer Tests (R, M – KS1 / R, M, GPS – KS2) Writing TA							03.07.26	
08.06.26 - 03.07.26		RE Assessment (TA)							03.07.26	

Section 9: Assessment Delivery Protocols - Primary Phase

Ensuring the integrity, fairness, and consistency of assessment administration is vital to maintaining the credibility of outcomes across the Trust. This section outlines the expectations for the administration of assessments in primary academies, including classroom environment, staff conduct, SEND adjustments, and age-appropriate modifications.

Trust-Wide Assessment Principles (Primary Phase)

In all primary settings, assessments must be conducted in a way that ensures:

- Fairness and consistency for all pupils
- Data that reflects genuine pupil understanding
- Compliance with national and Trust-level standards
- Confidence in data for progress tracking, moderation, and reporting

While some assessment conditions will be adjusted for age and stage, schools must apply formal expectations proportionately, particularly in Years 2 and 6.

Primary Assessment Conditions: Key Expectations

- **Independent Work:** Pupils must complete assessments without collaboration, with clear messaging that promotes honesty and effort.
 - **Staff Conduct:** Teachers and support staff must not:
 - Coach or pre-teach assessment content.
 - Use similar test items in the immediate lead-up to the assessment.
 - Provide prompts during the assessment that would compromise validity.
 - **Environment:**
 - Seating arrangements should support independent work (e.g., spaced pairs or single rows).
 - Clear signage (e.g., "Assessment in Progress") should be used.
 - Disruptions should be minimised through clear routines and staff presence.
-

SEND and Access Arrangements in Primary Settings

Pupils with SEND must be supported in line with their usual classroom practice and in accordance with published national guidance (e.g. Standards and Testing Agency (STA)/Standards & Testing Agency, DfE). Access arrangements may include:

- Additional time
- Use of readers/scribes
- Breaks or movement opportunities
- Enlarged print, overlays, or other agreed aids

All adjustments must:

- Be pre-agreed and documented
 - Be included in any seating plan or access register
 - Be communicated to relevant staff
-

Assessment Formats and External Guidance

Primary academies must deliver statutory and standardised assessments in line with DfE/test provider guidance:

- **KS1:** Phonics Screening Check, NFER, teacher-assessed frameworks (if used)
 - **KS2:** Statutory SATs (Y6), NFER (Y3-5), standardised SPaG and arithmetic
 - Publisher instructions must be followed to ensure data integrity and comparability across Trust schools.
-

Age-Appropriate Adjustments and Pupil Preparation

While formal exam-style conditions are adapted for younger pupils, schools should:

- Use consistent routines (e.g., quiet starts, structured timings, no collaboration)
 - Allow briefings to familiarise pupils with formats and routines (not content)
 - Avoid undue stress or anxiety by framing assessments as part of the learning process
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Post-Assessment Protocols

- Collected scripts should be securely stored
 - Data should be recorded promptly on the agreed platform
 - Any anomalies or incidents must be logged and reported
 - Schools must be ready to discuss outcomes in subsequent Pupil Progress Meetings
-

Appendix 1: Assessment Delivery Checklist (Primary Phase)

- ☐ Assessments scheduled and shared in advance
 - ☐ Teachers/support staff briefed – no coaching/rehearsal
 - ☐ Classrooms set up to support independent work
 - ☐ Appropriate signage displayed
 - ☐ Disruption minimised during movement or breaks
 - ☐ SEND access arrangements applied and logged
 - ☐ Pupil briefings focused on routines, not content
 - ☐ Standardised test guidance followed
 - ☐ Scripts stored securely post-assessment
 - ☐ Any issues or incidents logged
-

Appendix 2: EYFS, KS1 & KS2 Assessment Framework

Suggested Trust-Approved Primary Assessment Framework (Y1-Y6)

1. Curriculum Coverage and Working at Greater Depth Model

Use a *best-fit, criterion-referenced model* aligned with curriculum objectives:

- Core subjects: Religious Education, Reading, Writing, Maths (termly)
- Foundation subjects: At least biannually
- Pupils assessed against key learning objectives derived from NC programmes of study

Attainment Descriptors:

Descriptor	Definition
Working at Greater Depth (GDS)	Securely embedded in current year's objectives; can apply learning independently and across contexts
Working at Expected Standard (EXS)	Secure grasp of age-related curriculum; some fluency and independence in application
Working Towards (WTS)	Partial understanding of curriculum content; needs scaffolding or support
Significantly Below (BLW)	Working well below age-related expectations (potentially >1 year gap)

2. Assessment Types and Sources of Evidence

Assessments should triangulate a range of evidence:

- **Teacher Assessment (TA):** Ongoing, informed by daily work, feedback, and questioning
 - **Standardised Tests:** e.g., NFER – used termly in Reading, Maths, SPaG
 - **Knowledge Retrieval Checks:** 4-5 multiple-choice questions per subject/topic every half term (low stakes)
 - **Curriculum Tasks/Checkpoints:** Informed by subject leaders, linked to key knowledge
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3. Progress Measures – see also Appendices 4 & 6

Use a trust-wide progress tracking model, such as a **four-point scale**, comparing individual pupil progress across the year:

Judgement Description

- | | |
|---|---|
| 1 | Strong progress – <i>Successfully learning all or nearly all the curriculum, a strong understanding of the knowledge and skills expected</i> |
| 2 | Expected progress – <i>Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps</i> |
| 3 | Some progress – <i>Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be several gaps</i> |
| 4 | Limited progress – <i>Not successfully learning the curriculum, with significant gaps in the skills and knowledge expected</i> |

Examples

1 – Strong Progress: A Year 4 pupil who was below age-related expectations in reading at baseline is now consistently achieving high comprehension scores and is reading fluently with independence.

2 – Expected Progress: A Year 2 pupil working at the expected standard in maths maintains secure number fluency and demonstrates consistent understanding across all curriculum units.

3 – Some Progress: A Year 5 pupil who had secure grammar knowledge now shows emerging gaps in spelling and punctuation, impacting writing cohesion.

4 – Limited Progress: A Year 6 pupil continues to work significantly below age-related expectations in maths, with little improvement in arithmetic fluency despite interventions.

4. SEND & English as an Additional Language (EAL) Adaptations

Framework must incorporate:

- PIVATS, B Squared, or Engagement Model (where applicable)
- English as an Additional Language (EAL) assessment stages (DfE 5-stage model or Bell Foundation framework)

- SEND pupils assessed against personalised, ambitious targets in line with their Education, Health and Care Plan (EHCP) or support plans

5. Frequency of Assessment and Reporting

Type	Frequency	Use
Formative Assessment	Ongoing	Responsive teaching, adapting next steps
Summative TA (EXS/WTS)	3 x yearly (end of term)	Internal tracking, Trust reporting, parent reports
Standardised Tests (NFER)	2-3 x yearly (as agreed)	Moderation, benchmarking, identifying pupil gaps
Subject-Specific Checkpoints	Half-termly or termly	Foundation subjects, monitored by curriculum leads

6. Moderation and Quality Assurance

- **Internal moderation:** At least once per term within school
- **Trust moderation:** Twice per year, subject specific (RE, Writing, Maths, Science)
- **Peer reviews or cluster moderation:** To calibrate across schools

Appendix 3: Reporting Timeframes (Primary Phase)

WINDOW	EYFS	Yr 1	Yr 2		Yr 3	Yr 4	Yr 5	Yr 6	Submission Date	Board
04.09.25 - 17.10.25	Rec Baseline STOC OEA								17.10.25	
03.11.25 - 28.11.25			NFER Autumn Tests (R, M, GP&S) Writing TA					SATs 2024	28.11.25	
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23.02.26 - 20.03.26				NFER Spring Tests (R, M Y2 / R, M, GPS -				SATs 2025	20.03.26	

				KS2) Writing TA						
23.02.26 - 20.03.26		RE Assessment (TA)							20.03.26	
23.02.26 - 20.03.26		PSC 2025				MTC Sound Check			20.03.26	
23.02.26 - 20.03.26	FORECASTS: GLD, EOKS2, PSC, MTC								20.03.26	
11.05.26 - 14.05.26								SATs 2026	14.05.26	
01.06.26 - 12.06.26						MTC			12.06.26	
08.06.26 - 12.06.26		PSC 2026							12.06.26	
08.06.26 - 03.07.26	GLD	NFER Summer Tests (R, M - KS1 / R, M, GPS - KS2) Writing TA							03.07.26	
08.06.26 - 03.07.26		RE Assessment (TA)							03.07.26	

Subject(s)	Year Group(s)	Frequency	Format for Reporting
Reading, Writing, Maths	Y1-Y6	End of Autumn, Spring, Summer	Working at, below, or above ARE + scaled/standardised scores (where applicable)
Phonics	Y1	Summer (Statutory)	PSC result (national data upload + Trust)
NFER/GL	Y3-Y6	2-3x annually	Standardised scores submitted to Trust
EYFS	Reception	End of Summer	EYFSP outcomes (GLD, prime/specific areas)

Appendix 4- Grade Descriptors

EYFS Grade Scaled Descriptors

Reception Baseline Assessment (RBA)

- **Purpose:** Nationally standardised starting point for measuring progress to KS2.

- **Coding for Schools:** *Completion status only.* Outcomes are not shared with schools; no scaled descriptors are required.
- **Trust Process:** Schools ensure 100% completion within the first 6 weeks of Reception. Recorded in Arbor as “Baseline Complete”.

End of Reception - EYFS Profile

Schools assess pupils against the **17 Early Learning Goals (ELGs)**.

Grade Code	Descriptor (Statutory)	Scaled Descriptor	Trust	Notes for Standardisation
1 - Emerging	Child has not yet reached expected level of development in this ELG.	Working <i>towards</i> the standard. Requires ongoing support and scaffolded opportunities.		Evidence may include learning journals, observations, and outcomes from continuous provision. Not benchmarked against KS1 standards.
2 - Expected	Child has met the expected level of development in this ELG.	Working <i>at</i> the standard. Secure and consistent demonstration of knowledge, skills, and understanding across a range of contexts.		Teachers must be confident that attainment is typical and sustainable, not a “one-off” performance.

Grade Scale Descriptors - Key Stage 1 (Years 1 & 2)

Code, Descriptor, KS1-Specific Interpretation

WBLW, Well Below Age-Related Expectations, The pupil is working at a level significantly beneath the Year 1 or 2 curriculum. They may still be consolidating EYFS learning goals, particularly in early phonics, number sense, or fine motor skills. Likely to require targeted support or an individualised curriculum. This may include pupils with significant SEND or English as an Additional Language (EAL) needs.

BLW, Below Age-Related Expectations, the pupil is engaging with elements of the Year 1 or 2 curriculum but is not yet secure in foundational skills. Gaps in phonics, handwriting, or basic number may limit access to wider curriculum content. Regular adult-led scaffolding is often needed to access age-related tasks.

WTS, Working Towards the Expected Standard, the pupil is beginning to grasp the curriculum content for their year group. They demonstrate partial understanding, but this is inconsistent or lacks fluency (e.g., reading decoding is in place but comprehension is limited; number work is accurate with support). Evidence is emerging across a range of tasks.

ARE, At the Expected Standard, the pupil is confidently and consistently meeting year group expectations across core subjects. In reading and writing, this includes secure phonics knowledge, sentence structure, and basic spelling. In maths, number fluency, place value, and four operations are understood and applied independently.

GDS, Greater Depth within the Expected Standard, the pupil shows deeper reasoning, independence, and creativity within curriculum tasks. For example, they may apply phonics in unfamiliar vocabulary, write with enhanced vocabulary and cohesion, or solve mathematical problems using efficient, self-chosen strategies. Work demonstrates flexibility and initiative.

Grade Scale Descriptors - Key Stage 2 (Years 3-6)

Code, Descriptor, KS2-Specific Interpretation

WBLW, Well Below Age-Related Expectations, the pupil is working significantly below their chronological year group – often across all core subjects. This may mean accessing Year 1/2 content in upper KS2. This level of attainment usually reflects high levels of need (SEND, long-term absence, or significant language barriers). Pupil progress should be measured against personalised targets.

BLW, Below Age-Related Expectations, the pupil is operating below the expected standard for their year group but may be accessing some elements of the curriculum with support. Misconceptions or foundational gaps (e.g., times tables, reading fluency, grammar understanding) impact their ability to meet standard objectives without significant scaffolding.

WTS, Working Towards the Expected Standard, the pupil is showing some age-related knowledge and skills but not securely or independently across the curriculum. Errors and misconceptions are still present. For example, in writing, the pupil may not sustain cohesion or accurate punctuation; in maths, methods may be correct but lack efficiency or confidence.

ARE, At the Expected Standard, the pupil is working confidently at age-related expectations across most curriculum areas. They demonstrate secure subject knowledge and independent application. For Year 6 pupils, this aligns with DfE statutory frameworks (e.g., SATs expectations). In reading and maths, fluency, comprehension, and reasoning are embedded. In writing, pupils demonstrate control over grammar, structure, and purpose.

GDS, Greater Depth within the Expected Standard, The pupil is excelling in curriculum content and showing mastery-level understanding. They can make connections, explain

reasoning clearly, and adapt learning to different contexts. Writing demonstrates flair and technical accuracy; in maths, problem-solving and reasoning are applied with independence and creativity. Pupils show resilience and independence in their learning.

Summary Notes for Assessment Leads:

Judgement Consistency: Ensure that grade scale decisions are moderated termly to maintain consistency across year groups and schools within the trust.

Progress Conversations: Use these codes in Pupil Progress Meetings to set clear trajectories and identify intervention needs.

Curriculum Adaptation: Pupils graded as WBLW or BLW should have access to adaptive teaching strategies and/or personalised provision (e.g. precision teaching, booster sessions, or scaffolded resources).

Greater Depth: GDS pupils should be offered stretch opportunities, including wider reading, reasoning problems, or creative writing tasks that extend thinking beyond the curriculum standard.

Gradings to be confirmed as part of Trust-wide finalised guidance.

Appendix 5: Moderation and CPD Enhancements

Moderation Section (Enhancement)

Refer to the following suggestions to support moderation planning and quality assurance across the Trust:

Sample Agenda for Moderation Session

- Welcome and Purpose
- Review of Trust-aligned exemplars
- Comparison of school judgements with moderation samples
- Discussion and calibration
- Agreement on next steps and CPD implications

Moderation Record Template

Pupil Name	Subject	Judgement Level	Key Evidence Reviewed	Moderator Notes	Agreed Actions
Pupil A	Writing	ARE	English and foundation subject workbooks	demonstrates secure sentence structure and punctuation; spelling consistent with age-related expectations. Some inconsistency in paragraph cohesion noted.	Agreed to monitor consistency in extended writing tasks and provide opportunities for cross-curricular writing evidence.

Calendar of Moderation Events

- Autumn Term: Writing and RE (internal and Trust-led)
- Spring Term: Reading and Maths (Trust-led)
- Summer Term: Science and Foundation Subjects (optional, rotational)

Roles and Responsibilities

- **Subject Leaders:** Lead in-school moderation termly; contribute samples for Trust moderation.
- **RPOs:** Facilitate Trust-wide sessions twice annually; provide feedback to SLT and Trust leads.
- **Moderation Leads:** Maintain records, summarise findings, and ensure follow-up actions.

Focus and Approach

- Mandatory moderation for Writing, Maths, Reading, and RE.
- Use of standardised criteria (STA, Trust exemplars).
- Supportive professional dialogue with a focus on learning, not only outcomes.
- Moderation outcomes inform assessment reviews, pupil progress meetings, and CPD focus.

Professional Learning Networks (PLNs)

- Assessment data will be used to inform subject leader CPD priorities, including areas of focus for PLNs and targeted coaching."

Stage	Description	Example Output	Resulting CPD Response
1. Assessment Window	Trust-wide assessment completed (NFER, Writing TA, retrieval tasks)	NFER Spring Reading and GPS scores indicate KS2 boys underperforming in inference and cohesion	Assessment data uploaded and initial reports generated in Arbor
2. Data Analysis and Identification of Need	Teachers and leaders review data at class/cohort level;	Year 4 writing outcomes show weaker sentence structure; RE moderation	Priority CPD areas flagged by RPOs and subject leads

Stage	Description	Example Output	Resulting CPD Response
	RPOs review trust-level trends	identifies gaps in theological vocabulary	
3. Moderation and Quality Assurance	Internal and Trust-led moderation sessions validate judgements and explore practice	In-school moderation confirms variation in judgement standards between parallel classes	Moderation leads highlight need for consistent success criteria training
4. Action Planning and Target Setting	Schools develop termly post-assessment plans with targeted actions	Post-assessment plan includes writing interventions and fluency boosters	Teachers request support with grammar interventions and modelled writing
5. CPD/PLN Focus Set	Subject leads and RPOs design CPD inputs and PLN agendas aligned to identified needs	KS2 Writing PLN: "Developing sentence control and cohesion"	CPD session delivered on shared exemplars, sentence-level interventions, and editing strategies
6. Implementation and Support	CPD is delivered; leaders monitor classroom implementation and coaching	In-lesson coaching cycles in Year 4; follow-up moderation scheduled	RPOs and subject leads observe improved sentence cohesion in workbooks
7. Impact Review and Refinement	Revisit impact in the next assessment cycle; share outcomes across Trust	Next assessment window shows improved writing scores; pupil voice evidences growing confidence	Best practice shared in PLN; strategy refined for use in additional year groups

Appendix 6: A suggested model for consistent assessment 'best fit approach'

	1	2	3	4
Curriculum Progress Descriptions	Successfully learning all or nearly all of the curriculum , demonstrating a strong understanding of the knowledge and skills expected.	Successfully learning most of the curriculum , demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps .	Successfully learning some of the curriculum , demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps .	Not successfully learning the curriculum , with significant gaps in the skills and knowledge expected.
Weighting of evidence to reach judgements				
1. Termly Assessment Scores	75% and above	51% - 74%	36% - 50%	35% or below
2. Knowledge Retrieval Assessments focusing on BASE curriculum knowledge (Agreed range of multiple-choice questions once per half term)	Consistently scoring 4 or 5 in the knowledge retrieval starter. Development points (if any) are always addressed.	Consistently scoring 3 in the knowledge retrieval starter. Development points are consistently addressed.	Consistently scoring 2 in the knowledge retrieval starter. Development points are not always addressed.	Consistently scoring 0 or 1 in the knowledge retrieval starter. Development points are not addressed.
3. Classwork/questioning	Completes all tasks and demonstrates a strong understanding of all content. Regularly completes the challenge task.	Completes all tasks and demonstrates a good understanding of the content. Sometimes completes challenge tasks.	Completes all tasks, however the students understanding of content is superficial. Rarely completes challenge tasks	The student often does not complete the tasks given to them, despite the scaffolding and support provided, and therefore significant gaps in their knowledge develop.

				Challenge tasks are not completed
Arriving at an overall judgement	Mainly green=1	Green with some blue/amber=2	Amber/some red=3	Majority red= 4