



Springcroft Primary School

Assessment Policy

Date Adopted: September 2023
Author/owner: Springcroft Primary School
Anticipated Review: Autumn Term 2025

Approved	Signature	Date

Our Mission Statement:

The place to learn, the place to succeed, the place to make friends, the place to grow.

Introduction

At Springcroft Primary School we endeavour to support all pupils in making better than expected progress and raise confidence and self-esteem. We see assessment as central to this. This includes:

- Teacher marking work and feedback
- Observations and Group Work
- Formal Summative Assessments (Including Statutory National Tests, NFER test, White Rose Maths end of unit tests)
- Weekly Spelling Tests

This policy is written in line with all subject based policies and our Feedback Policy. This is a working document and changes to policy reflect current practice.

Aims

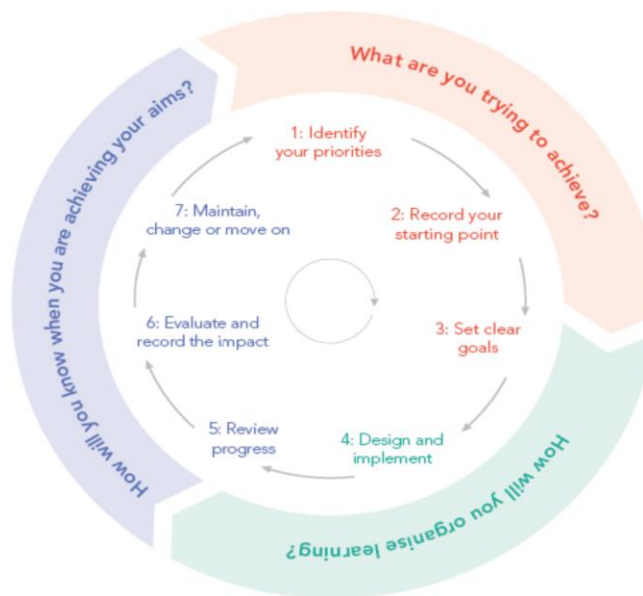
- To ensure children progress, knowing their achievements and what they need to do next.
- To internally track pupils for attainment and progress.
- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children
- To have a consistent approach that measures school progress against national standards.

Why Assess?

What are you trying to achieve?.... **intent**

How can you organise learning to achieve these aims?.....**implementation**

How will you know if you have been successful?...**impact**



Principles

Springcroft Primary School employs a range of assessment strategies to celebrate pupil's current level of learning and to identify their next steps:

Assessment of learning

Is used to demonstrate achievement of your learning. This is graded assessment and usually counts towards your end-of-year grade/degree.

Assessment for learning

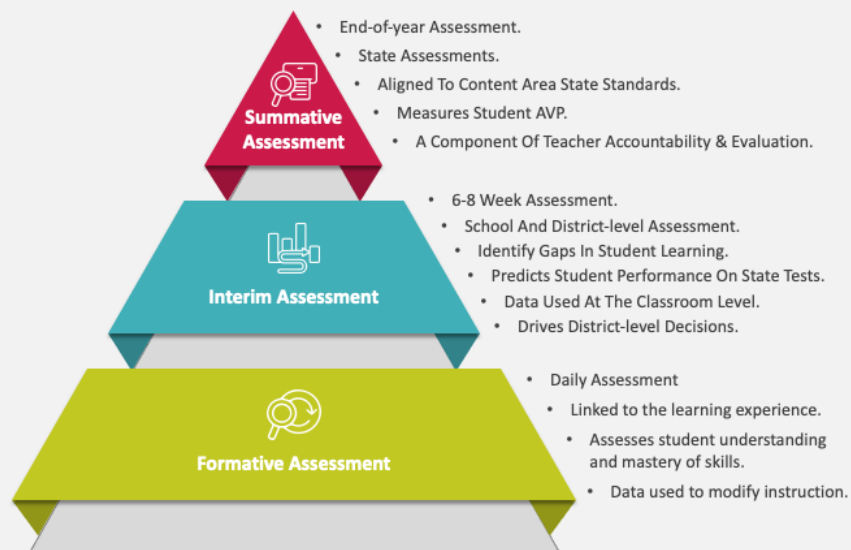
Is used to receive feedback on your learning. This can be graded or ungraded. Its importance lies in the fact that the feedback you receive can help you to improve your performance in future assessments.

Assessment as learning

Is used to empower you to manage your own learning. This is usually ungraded. It aims to involve you in the learning process and help you to evaluate your own work. This will prepare you for the assessment challenges you will face as a graduate. As such this form of assessment is an important link to your life after Trinity.

These different approaches to assessment are delivered through three main types of assessment; summative, interim and formative assessment:

TYPES OF ASSESSMENTS

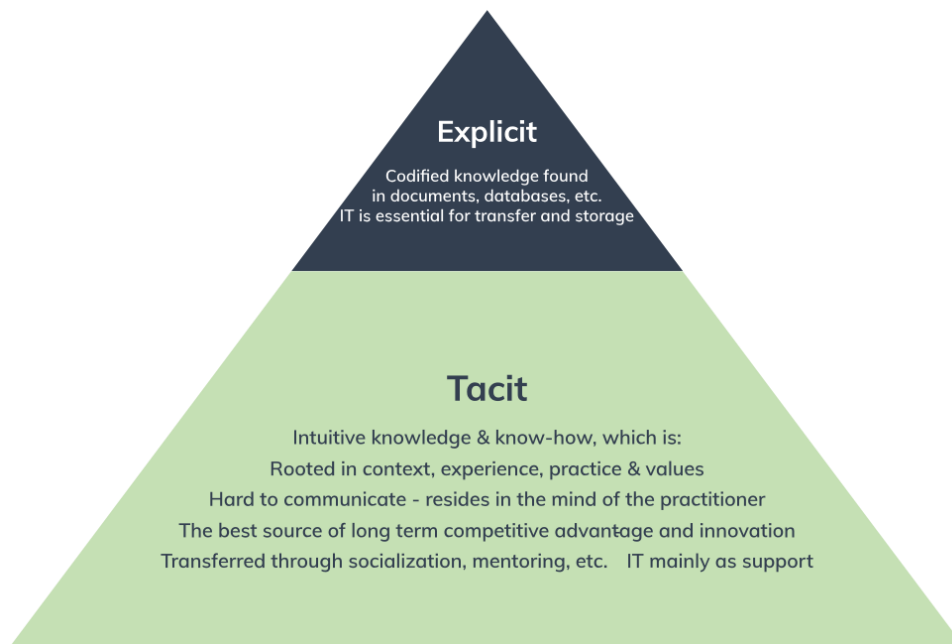


- Assessment of children can take different forms including questioning, test, quick recall, “explain it again”, retrieval activities, observations, discussions and learners being able to

apply a concept in a different context. This is in addition to the formal assessment of written work and tests.

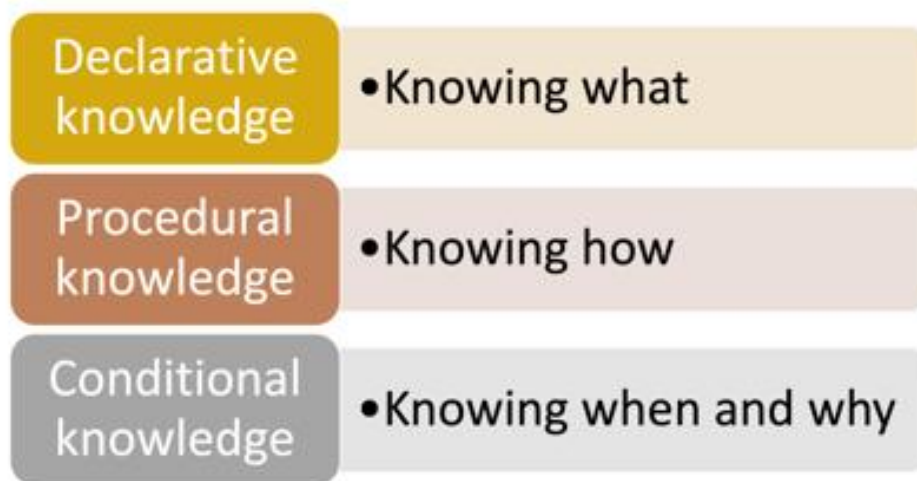
- Every term, pupils across school are formally assessed and their outcomes (data) are tracked. This is then provided to parents and carers at termly progress meetings. Each half term, pupil progress meetings take place to ensure children continue to be challenged in their learning.
- As well as feedback, formal assessment procedures are carried out in order to support the on-going teacher assessment of pupils.

What are we assessing?



Teacher Assessment

On-going teacher assessment is central to pupils making at least expected progress. All pupil's data is recorded which shows knowledge and attainment towards standards in core subjects (reading, writing and mathematics) and foundation subjects. Assessments and observations are completed on a regular basis by staff and used to inform the planning of next steps. Marking of work, discussions and observations inform the on-going assessments of pupil's skills and knowledge.



Teacher assessments are moderated alongside colleagues within school, across the cluster and with external partners. At the end of each year, teachers share this information as part of our transition arrangements.

Class teachers and subject leaders use Questioning Grids when planning learning and monitoring teaching and learning to develop higher level thinking skills (See Appendix 1)

Special Educational Needs

Pupils identified on the SEN register are assessed in line with other pupils using the Springcroft grades. Where appropriate, staff use standardised tests from other year groups to support the on-going teacher assessment of pupils.

Assessment with the Early Years

Evidence is collected through observation and discussion and this is recorded in pupils' learning journeys. Photographic and video evidence is also collected along with pupil quotations. As well as written work, these form the basis of the on-going teacher assessments in line with Age Related Expectations. Phonics assessments are completed half-termly using the Little Wandle Letters and Sounds assessments, and any children completing a catch up/intervention group receive assessments every 3 weeks.

Evidence that a child is secure will be found:

- In children's individual exercise books
- On "Evidence Me" (online secure evidencing database) which is facilitated using school devices only.
- Through formal testing
 - National EYFS Baseline assessments

Staff report and analyse this data termly, and this is reported to Governors through the Headteacher's Report to Governors. Assessments provide staff within the EYFS with intervention target groups in order to accelerate progress. Data is provided to parents and carers at the end of each year.

Assessment in Key Stage1 and 2 (English and Mathematics)

Along with on-going teacher assessment, more formal assessments are carried out prior to each half-term or end of term holiday. A data tracking system is used in school to inform teacher assessments. Children in KS1 who are still accessing phonics complete the Little Wandle Letters and Sounds assessments 3 weekly.

Evidence that a child is secure will be found:

- In children's individual exercise books
- Through formal testing
 - End of unit maths White Rose Maths assessments in mathematics
 - End of term assessments in White Rose Maths in mathematics
 - End of year NFER assessments in mathematics
 - End of term NFER assessments in reading in Y3-Y6
 - End of term NFER assessments in Grammar, Punctuation and Spelling (GPS) in Y3-Y6
 - Suffolk Reading Age scores in Jan and July
 - Termly writing assessments are moderated "in house" and within our cluster partners.
- Teacher professional judgement (retrieval practise, in the moments assessment)

We aim to have every child to 'secure +' by the end of each academic year. However, as long as they are 'secure', they will have covered enough of the curriculum for them to be able to access the next year's units of work. If a child is not making sufficient progress, this will be picked up before the end of the Autumn term and interventions will be put in place to support their learning. If a child has a SEN they may be working at a different level to the class but progress will be monitored through our number system. Children will be expected to make 3 steps per year. 4 steps is good and 5+ is outstanding (see Appendix 2).

Teacher assessments are entered on to the schools tracking system (DCPro) and progress maps created to show attainment and progress against targets.

This data is analysed to show Average Points Score Progress and to identify groups and individuals who may require further intervention and those who are making accelerated progress.

Targets for pupils are set at the start of each year and discussed during Pupil Progress Meetings throughout the year. These targets are linked to staff appraisal.

The data analysis informs the SIP and SEF documentation and drives forward staff training and support packages within school.

National Standardised Tests are carried out in Year 1 (phonics screening), Year 4 (multiplication times tables check/MTC) and Year 6 (Key Stage 2 Assessments/SATS). The school uses commercially available testing in Year 3, 4 and 5 to give a standardised score.

Individual assessment data is shared with parents and carers at parental meetings and in pupils' annual reports.

Assessment Within Curriculum Subject Areas

Although pupils are not formally assessed in foundation subjects, we believe it is vital for them to know how they are doing in order to make progress. Levels for foundation subjects are reported at the end of year and identify if children are working towards the expected standard or are working at the expected standard. This also helps staff to see gaps in learning and they adapt their planning accordingly.

To assess the foundation subjects, we use a **layered approach** to assessment with clearly identified end-points. The layered approach begins with Assessment For Learning in lessons which is facilitated by deep questioning, retrieval practice at the beginning of and within every lesson and an engaging assessment activity at the end of each unit.

- Art = final piece and evaluation
- DT = final product and evaluation
- Music = on going assessment based on school current learning
- Spanish = At the end of each half termly unit, children complete a short 'end of unit assessment task' to assess their speaking, reading, writing and listening skills. End of unit assessments can be found in 'Lesson 6' of each unit.
- PE = Ongoing assessment completed by staff in conjunction with skills assessments that are completed by from Time4Sport staff.
- PSHE = At the start of each new unit, all children will complete a mind map (in pencil or blue pen) to show their prior knowledge. At the end of the unit, they will add what they have learnt to the same mind map in purple pen.
- Science – Scientific investigation to support/challenge prediction
- Computing = final outcome and children self-assess at end of each lesson on 'jigsaw' assessment sheet
- RE, History & Geography:
 - Introduce the unit with a big question.
 - Keep this as a thread that is referred back to through all lessons.
 - Final lesson/endpoint = children answer the question either through doing a presentation, a written piece or creating a knowledge organiser for next year's year group.

The characteristics of 'Big Questions' allow teaching practitioners to make secure judgements of children's skills and knowledge. These questions are characterised by at least one of the following:

- **Open** — they have no one, definitive answer but rather several different and possibly competing answers.
- **Undermining** — they cast doubt on individual assumptions or 'common sense'.
- **Rich** — they require research and grappling with information and ideas.

- **Connected** — they are relevant to the learners and the world in which they live, and particular disciplines and fields.
- **Charged** — they have an ethical dimension with emotional, social and/or political implications.
- **Practical** — they are researchable within the world of the student.

Monitoring and Evaluation

- Both teacher assessments and formal assessments (tests) are moderated by staff, senior leaders and external partners to ensure parity every term. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement.
- Following assessment, data is analysed in detail by the class teachers, subject leaders and SLT. Pupil Progress Meetings held with all staff to identify pupils who may require further intervention and support (this may involve the Special Education Needs Co-ordinator (SENCO)). Pupil Progress Meetings focus on these pupils to ensure accelerated progress is being addressed within teaching.

Roles and Responsibilities

Governors: As an extension of the SLT, Governors monitor whole school attainment and progress data through the Headteachers Report to Governors and have read only access to our school tracking system (DCPro)

Head Teacher / Deputy Head Teacher: Moderate assessment regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.

Teaching Staff: Regularly assess pupils' skills and knowledge, providing feedback for their own class and support other colleagues in making judgements. Adapt planning to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.

Teaching Assistants: Provide feedback to the teaching staff on progress, attainment and knowledge of pupils.

Parents and Carers: Support children at home with homework to positively impact on progress.

Pupils: complete all work to highest of standard in order to make good progress in school.

Appendix 1: Examples of Questioning Grids

Questioning Grid

SOCRATIC - DIALOGIC - HIGHER ORDER THINKING

?	Is? (present)	Did? (past)	Can? (possibility)	Should? (opinion)	Would? (probability)	Will? (prediction)	Might? (imagination)
What? (event)	What is?	What did?	What can?	What should?	What would?	What will?	What might?
Where? (location)	Where is?	Where did?	Where can?	Where should?	Where would?	Where will?	Where might?
When? (sequence, location)	When is?	When did?	When can?	When should?	When would?	When will?	When might?
Choice	Which is?	Which did?	Which can?	Which should?	Which would?	Which will?	Which might?
Who? (person)	Who is?	Who did?	Who can?	Who should?	Who would?	Who will?	Who might?
Why? (reason)	Why is?	Why did?	Why can?	Why should?	Why would?	Why will?	Why might?
How? (meaning)	How is?	How did?	How can?	How should?	How would?	How will?	How might?

Knowledge

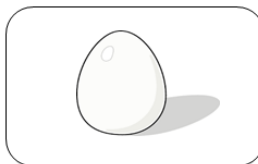
Understanding

Application

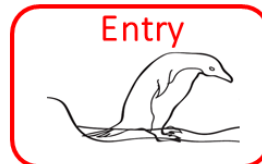
Analysis

Evaluation

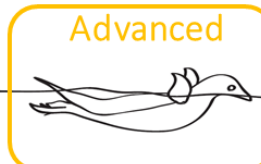
Synthesis



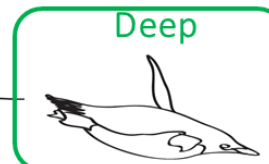
Don't Know - Embryo



Knowledge



Understanding



Ability



Creative Independent
Exploration

LOW LEVEL THINKING SKILLS					HIGH LEVEL THINKING SKILLS														
Knowledge		Comprehension		Application		Analysis		Synthesis		Evaluation									
Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.		To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.		To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.		To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.		To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.		To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.									
Key words:		Key words:		Key words:		Key words:		Key words:		Key words:									
Choose	Observe	Show	Ask	Extend	Outline	Act	Employ	Practice	Analyse	Examine	Prioritize	Adapt	Estimate	Plan	Agree	Disprove	Measure		
Copy	Omit	Spell	Cite	Generalise	Predict	Administer	Experiment	Relate	Appraise	Find	Question	Add to	Experiment	Predict	Appraise	Dispute	Opinion		
Define	Quote	State	Classify	Give examples	Purpose	Apply	with	Represent	Arrange	Focus	Rank	Build	Extend	Produce	Argue	Effective	Perceive		
Duplicate	Read	Tell	Compare	Rephrase	Rephrase	Associate	Group	Select	Assumption	Function	Reason	Change	Formulate	Propose	Assess	Estimate	Persuade		
Find	Recall	Trace	Contrast	Illustrate	Report	Build	Identify	Show	Breakdown	Group	Relationships	Choose	Happen	Reframe	Award	Evaluate	Prioritise		
How	Recite	What	Demonstrate	Indicate	Restate	Calculate	Illustrate	Simulate	Categorise	Highlight	Reorganise	Combine	Hypothesise	Revise	Bad	Explain	Prove		
Identify	Recognise	When	Discuss	Infer	Review	Categorise	Interpret	Solve	Cause and effect	In-depth discussion	Research	Compile	Imagine	Rewrite	Choose	Give reasons	Rate		
Label	Record	Where	Estimate	Interpret	Show	Choose	Interview	Summarise	Choose	Inference	See	Compose	Improve	Simplify	Compare	Good	Recommend		
List	Relate	Which	Explain	Match	Summarise	Classify	Link	Teach	Classify	Inspect	Select	Construct	Innovate	Solve	Conclude	Grade	Rule on		
Listen	Remember	Who	Express	Observe	Translate	Connect	Make use of	Transfer	Classify	Differences	Investigate	Create	Integrate	Speculate	Consider	How do we know?	Select		
Locate	Repeat	Why				Construct	Manipulate	Translate	Differences	Isolate	Similar to	Delete	Invent	Substitute	Convince	Importance	Support		
Match	Reproduce	Write				Correlation	Model	Use	Discover	List	Simplify	Design	Make up	Suppose	Criteria	Influence	Test		
Memorise	Retell					Demonstrate	Organise		Discriminate	Motive	Survey	Develop	Maximise	Tabulate	Criticise	Infer	Useful		
Name	Select					Develop	Perform		Dissect	Order	Take part in	Devise	Minimise	Test	Debate	Influence	Validate		
						Dramatise	Plan		Distinction	Organise	Theme	Discover	Model	Theorise	Decide	Interpret	Value		
									Distinguish	Point out	Comparing	Elaborate	Modify	Think	Deduct	Judge	Why		
									Divide			Discuss	Original	Transform	Defend	Justify			
									Establish			Elaborate	Originate	Visualise	Determine	Mark			
Actions:		Outcomes:		Actions:		Outcomes:		Actions:		Outcomes:		Actions:		Outcomes:		Actions:		Outcomes:	
Describing	Definition	Classifying	Collection	Carrying out	Demonstration	Attributing	Abstract	Constructing	Advertising	Attributing	Abstract	Constructing	Advertising	Attributing	Abstract	Constructing	Advertising	Attributing	Abstract
Finding	Fact	Comparing	Examples	Executing	Illustrations	Deconstructing	Chart	Designing	Film	Checking	Chart	Deconstructing	Film	Checking	Chart	Deconstructing	Film	Checking	Chart
Identifying	Label	Exemplifying	Explanation	Implementing	Label	Integrating	Checklist	Devising	Media product	Integrating	Checklist	Devising	Media product	Integrating	Checklist	Devising	Media product	Integrating	Checklist
Listing	List	Explaining	List	Using	Outline	Organising	Database	Inventing	New game	Organising	Database	Inventing	New game	Organising	Database	Inventing	New game	Organising	Database
Locating	Quiz	Inferring	List		Outline	Outlining	Graph	Making	Painting	Outlining	Graph	Making	Painting	Outlining	Graph	Making	Painting	Outlining	Graph
Naming	Reproduction	Interpreting	Quiz		Performance	Structuring	Mobile	Planning	Plan	Structuring	Mobile	Planning	Plan	Structuring	Mobile	Planning	Plan	Structuring	Mobile
Recognising	Test	Paraphrasing	Quiz		Presentation		Report	Producing	Project		Report	Producing	Project		Report	Producing	Project		Report
Retrieving	Worksheet	Summarising	Show and tell		Sculpture		Spread sheet		Song		Spread sheet		Song		Spread sheet		Song		Spread sheet
	Worksheet	Summary	Summary		Simulation		Survey		Story		Survey		Story		Survey		Story		Survey
Questions:		Questions:		Questions:		Questions:		Questions:		Questions:		Questions:		Questions:		Questions:		Questions:	
Can you list three ...?		Can you explain what is happening ... what is meant ...?		How would you use...?		What are the parts or features of ...?		What changes would you make to solve...?		Do you agree with the actions/outcomes...?		Can you list three ...?		Can you explain what is happening ... what is meant ...?		How would you use...?		How would you use...?	
Can you recall ...?		How would you classify the type of ...?		What examples can you find to ...?		How is _____ related to ...?		How would you improve ...?		What is your opinion of...?		Can you recall ...?		How would you compare ...?contrast ...?		How would you classify the type of ...?		How would you improve ...?	
Can you select ...?		How would you rephrase the meaning ...?		How would you solve _____ using what you have learned ...?		Why do you think ...?		What would happen if...?		How would you prove/disprove...?		How did _____ happen?		How would you summarise ...?		How would you rephrase the meaning ...?		What would happen if...?	
How did _____ happen?		What can you say about ...?		How would you organise _____ to show ...?		What is the theme ...?		Can you elaborate on the reason...?		Can you assess the value/importance of...?		How is ...?		What facts or ideas show ...?		How would you summarise ...?		Can you invent...?	
How would you describe ...?		What is the main idea of ...?		How would you show your understanding of ...?		How would you classify ...?		How could you change (modify) the plot (plan)...?		What would you recommend...?		How would you explain ...?		What is the main idea of ...?		What can you say about ...?		How would you adapt _____ to create a different...?	
How would you explain ...?		Which statements support ...?		What approach would you use to...?		How would you categorise ...?		What could be done to minimise (maximise)...?		What would you rate the...?		What is ...?				Which is the best answer ...?		What would you cite to defend the actions...?	
How would you show ...?				How would you apply what you learned to develop ...?		Can you identify the difference parts ...?		What way would you design...?		How would you evaluate ...?		When did ...?				Will you state or interpret in your own words ...?		How would you evaluate ...?	
What is ...?				What other way would you plan to ...?		What evidence can you find ...?		Suppose you could _____ what would you do...?		How could you determine...?		When did _____ happen?						How could you determine...?	
When did ...?				What would result if ...?		What is the relationship between ...?		How would you test...?		What choice would you have made...?		Where is ...?						What choice would you have made...?	
When did _____ happen?				What facts would you select to show ...?		Can you make a distinction between ...?		Can you formulate a theory for...?		What information would you use to support the view...?		Who was ...?						What information would you use to support the view...?	
Which one ...?				What questions would you ask in an interview with ...?		What is the function of ...?		Can you predict the outcome if...?		How would you justify...?		Who were the main ...?						How would you justify...?	
Why did ...?						What ideas justify ...?		How would you estimate the results for...?				Why did ...?							

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Springcroft Primary School EYFS Outcomes and National Curriculum Levels to Point Scores

EYFS

Age Bands	Birth to 3		3-4 Years		Reception		ELG		
Position in Age Bands	Emerging	Expected	Emerging	Expected	Emerging	Expected	Emerging	Expected	Exceeding
APS	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0

- 3 Steps over Foundation Stage is good progress
- 4 Steps over Foundation Stage is Outstanding progress, typically 4 steps per year

- 4 Steps over Foundation Stage is expected progress, typically 2 steps per year

EYFS On track national achievement throughout the year based on age related expectations

Year Group		Baseline	End of Autumn 2	End of Spring 2	End of Summer 2
Nursery	On track+	Birth – 3 em (3.5)	Birth – 3 exp (3.5)	3-4 Years em (4)	3-4 Years exp (4.5)
	HA	Birth – 3 exp (3.5)	3-4 Years em (4)	3-4 Years exp (4.5)	Reception em (5)
Reception	On track+	3-4 Years exp (4.5)	Reception em (5)	Reception exp/ELG em (5.5/6)	ELG exp (6.5)
	HA	Reception em (5.0)	Reception exp/ELG em (5.5/6)	ELG exp (6.5)	ELG exc (7)

APS 7/Exceeding ELG feeds into KS1 APS scores

KS1 – Levels/APS scores

1D	1D+	1S	1S+	1M	1M+	2D	2D+	2S	2S+	2M	2M+	3D	3D+	3S	3S+
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

Year 1

1D	1D+	1S	1S+	1M	1M+
7	8	9	10	11	12

- 3 steps per year is expected progress
- 4 steps per year is good progress
- 5+ steps per year is outstanding progress

Year 2

2D	2D+	2S	2S+	2M	2M+
13	14	15	16	17	18

- 3 steps per year is expected progress
- 4 steps per year is good progress
- 5+ steps per year is outstanding progress

KS1 On track national achievement throughout the year based on age related expectations

Year Group		End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
Year 1	On track+	1D (7)	1D+ (8)	1D+ (8)	1S (9)	1S (9)	1S+ (10)
	HA	1D (7)	1D+ (8)	1S (9)	1S+ (10)	1M (11)	1M+ (12)
Year 2	On track+	2D (13)	2D+ (14)	2D+ (14)	2S (15)	2S (15)	2S+ (16)
	HA	2D (13)	2D+ (14)	2S (15)	2S+ (16)	2M (17)	2M+ (18)

KS2 - – Levels/APS scores

Lower KS2

3D 19	3D+ 20	3S 21	3S+ 22	3M 23	3M+ 24	4D 25	4D+ 26	4S 27	4S+ 28	4M 29	4M+ 30
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Year 3

3D 19	3D+ 20	3S 21	3S+ 22	3M 23	3M+ 24
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- 3 steps per year is expected progress
- 4 steps per year is good progress
- 5+ steps per year is outstanding progress

Year 4

4D 25	4D+ 26	4S 27	4S+ 28	4M 29	4M+ 30
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- 3 steps per year is expected progress
- 4 steps per year is good progress
- 5+ steps per year is outstanding progress

Upper KS2

5D 31	5D+ 32	5S 33	5S+ 34	5M 35	5M+ 36	6D 37	6D+ 38	6S 39	6S+ 40	6M 41	6M+ 42
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Year 5

5D 31	5D+ 32	5S 33	5S+ 34	5M 35	5M+ 36
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- 3 steps per year is expected progress
- 4 steps per year is good progress
- 5+ steps per year is outstanding progress

Year 6

6D 37	6D+ 38	6S 39	6S+ 40	6M 41	6M+ 42
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- 3 steps per year is expected progress
- 4 steps per year is good progress
- 5+ steps per year is outstanding progress

KS2 On track national achievement throughout the year based on age related expectations

Year Group		End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
Year 3	On track+	3D (19)	3D+ (20)	3D+ (20)	3S (21)	3S (21)	3S+ (22)
	HA	3D (19)	3D+ (20)	3S (21)	3S+ (22)	3M (23)	3M+ (24)
Year 4	On track+	4D (25)	4D+ (26)	4D+ (26)	4S (27)	4S (27)	4S+ (28)
	HA	4D (25)	4D+ (26)	4S (27)	4S+ (28)	4M (29)	4M+ (30)
Year 5	On track+	5D (31)	5D+ (32)	5D+ (32)	5S (33)	5S (33)	5S+ (34)
	HA	5D (31)	5D+ (32)	5S (33)	5S+ (34)	5M (35)	5M+ (36)
Year 6	On track+	6D (37)	6D+ (38)	6D+ (38)	6S (39)	6S (39)	6S+ (40)
	HA	6D (37)	6D+ (38)	6S (39)	6S+ (40)	6M (41)	6M+ (42)

Standardised Scores – Springcroft Grades

Autumn Data Point

Standardised Scores	Springcroft Grades	Age Related Expectation
-79	2 years previous D+ (<i>guide</i>)	WTS
80-87	Previous years D	WTS
88-95	Previous years D+	WTS
96-109	D	ARE
110+	D+ (S with evidence in books)	GDS

Spring Data Point

Standardised Scores	Springcroft Grades	Age Related Expectation
-79	Previous years D	WTS
80-87	Previous years D+	WTS
88-95	D	WTS
96-109	D+	ARE
110+	S (S+ with evidence in books)	GDS

Summer Data Point

Standardised Scores	Springcroft Grades	Age Related Expectation
-79	Previous years D+	WTS
80-87	D	WTS
88-95	D+	WTS
96-109	S	ARE
110+	S+ (M with evidence in books)	GDS

Points to note:

- When a child hits S (secure) from the previous year, the data recording becomes D (developing) for the next academic year e.g. A child enters Year 6 at Y5D+ and achieves Y5S at the Autumn data point of Year 6 is recorded as Y6D
- If a child moves from their previous year as s (secure), they automatically become d (developing) in their current academic year group e.g. Y5S at summer term starts Year 6 as Y6D in September.
- The “tracking achievement through the year” grid gives guidance to what an “ARE” child should achieve throughout the academic year.
- “Springcroft Assessment Roadmap” gives an indication where an “ARE” child would be in the road out of COVID-19.
- If a child is deemed S (secure) “early” e.g. autumn data point, evidence from teacher judgement, consistent work in books alongside NFER/SAT assessments should reflect this – *“How do you know?”*