

# Hassocks Infant School

## Assessment, Recording and Reporting Policy



★ Explore    ★ Respect    ★ Flourish

Date policy agreed:	October 2021
Date policy to be reviewed:	October 2025
Responsibility:	Lauraine Smith

## **Introduction**

At Hassocks Infant School we believe good assessment practice is fundamental to effective teaching and learning. Accurate and ongoing assessment of children's understanding has a central role in ensuring children learn and progress effectively.

## **Purpose and principles of Assessment**

The purposes of assessment are:

- to recognise and build on individual children's achievement
- to support children to make rapid progress in their learning
- to inform teacher planning so they can adapt to meet the needs of all pupils
- to gather information about the performance of individual pupils, groups and cohorts in order to inform target setting and to monitor progress
- to track pupils' attainment and progress
- to have a consistent approach that measures school progress against National Standards
- to provide information to inform the school's strategic planning

At Hassocks Infant School we aim to:

- make learning and the criteria for success explicit
- ensure assessment plays an integral part in classroom activities
- involve the children in reflection, review and evaluation of their learning
- draw upon a wide range of evidence to support assessments
- indicate strengths and identify next steps in all children
- offer all children an opportunity to show what they know, understand and can do to improve
- accurately inform parents and carers of their children's progress
- provide information about individual and school progress and targets
- keep up to date with local and national initiatives
- allow children to be involved in their own learning e.g. by identifying their next steps and targets
- allow us to identify difficulties with learning quickly and provide appropriate next steps

## **Types of Assessment**

Assessment takes a variety of forms which fall within formative and summative forms of assessment.

### **Formative assessments**

Formative assessment is carried out by teachers every day, in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include; the use of pertinent questioning, marking of pupils' work using our marking guidelines (see marking policy) and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative

assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

### **In-School Summative Assessment**

At Hassocks Infant School we focus on formative assessments as our main method of assessment. However, there are be times when in school summative assessment are used to further enable teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. For instance, in Writing, teachers may plan for an independent writing task at appropriate times in the term. In Maths, they may plan for end of unit quiz type questions to provide evidence of achievement against the curriculum objectives.

### **Nationally standardised Summative Assessments**

Schools are asked, by The Department of Education, to complete certain statutory assessments. These are reported to the Local Authority (LA) and to parents/carers. Workshops are held throughout the academic year for parents/carers to inform them of these assessments and provide the relevant information. All staff receive training to ensure a consistent approach and also attend local authority moderation and standardisation meetings.

### **Marking**

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. Our Marking Policy ensures a consistent approach to marking throughout the school, including opportunities for children to self-assess and peer mark their learning (see school Marking Policy).

### **Assessment for Learning (AfL)**

Assessment for Learning (AfL) is ongoing, occurring as part of everyday classroom practice at Hassocks. Children are encouraged to be analytical about their work and to be independent learners. We strive to involve children in assessing their progress and assisting others by making suggestions on how to improve. Through their involvement, each child is aware of their progress and understand the steps necessary to develop further.

Below are some of the AfL strategies we use at Hassocks Infant School:

- Learning objectives are made clear and shared with the children during the lesson the lesson.
- Success criteria are created, which may sometimes be negotiated with the children, to support them to understand what success looks like.
- Adults model strategies to identify strengths in each other's work and achievement in terms of meeting the success criteria.
- Adults identify points to improve and, with the support of the children, model how to do this.
- Live marking and verbal feedback are used to support children to move their learning on, during the lessons.
- A range of questioning techniques are used to assess children's understanding and develop thinking skills.

## **Cycle of Assessment**

At Hassocks Infant School, we have an agreed cycle for assessment, reporting and monitoring arrangements (appendix 2).

Assessment is recorded and monitored in a variety of ways, all of which are intended to be useful and easy to manage. These include observations, discussions and questioning with children, comments in children's books, video evidence, termly tracking, test results and reports to parents.

## **Key Performance Indicators (KPIs)**

At Hassocks Infant School we have created Key Performance Indicators (appendix 1) for the core subject areas. These performance indicators outline the skills we believe our children need, to successfully meet The National Curriculum expectations and end of Key Stage frameworks. The full breadth of the Foundation Stage Profile and National Curriculum are taught. Key Performance indicators are used to assess a child's progress towards standardised age related expectations.

## **Assessment Tracking System**

At Hassocks Infant School we use the Insight tracking system to track pupils progress at the end of each term. Children are assessed on Insight against our school's KPIs and are identified as one of the following:

### **Foundation Stage**

The stages of development are used to show children's progress in the 17 areas of learning of the foundation curriculum on entry, autumn and spring terms. Children are assessed using the foundation stage profile in the summer term.

### **Key Stage One**

- ★ Red – a child who is not on track and does not meet age related expectations
- ★ Amber – a child who is meeting some age related expectations
- ★ Green – a child who is on track and meeting age related expectations

For any child identified as "red" or not making sufficient progress, further assessments take place against our KPIs, Pre Key Stage Standards or Key Milestone Documents. This supports us to identify their individual progress and next steps.

## **Pupil Progress Meetings**

Following each data drop, pupil progress meetings occur. These meetings focus on identifying children who are not on track and/or not making good progress. Additionally, the following groups of children are also discussed and monitored as part of these meetings, as appropriate:

- ★ Gender
- ★ Disadvantaged
- ★ SEND pupils
- ★ Higher ability pupils
- ★ EAL pupil

Time is spent discussing the progress of children against their end of reception achievements.

During these meetings, we discuss the universal, targeted and individual support which will be provided to meet the cohort, groups and individual needs (appendix 3).

Pupil progress meetings support the school to undertake a strength and gap analysis to inform future curriculum planning and school improvement priorities.

## **Target Setting**

At the beginning and end of the academic year teachers set aspirational targets for children in each core subject or area of learning. These are reviewed regularly throughout the year.

## **Reporting to parents**

Parents receive a written report at the end of each academic year. This comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. Parents of children in Reception will receive a report based on the Early Learning Goals and characteristics of effective learning. The reports include a comment slip for parents.

Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. During these meetings teachers share the pupils' age related attainment against national expectations, next step targets and the progress pupils have made to date. An open door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Staff are prepared to make themselves available at the beginning or end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child, they will contact the parents.

## **Moderation**

Moderation is necessary to ensure accuracy and consistency of teachers' judgements. It is important to agree judgements if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Professional Development Meetings and Teacher Development days are arranged for teachers to compare judgements and agree standards. We also work with colleagues in our locality to ensure that our judgements are accurate and consistent.

We have strong links with our feeder school, Windmills Junior School and a meeting between Year 2 and Year 3 teachers takes place in the summer term to agree teacher assessment judgements.

## **Subject Assessments and collection of evidence**

At Hassocks Infant School we believe the information we collect to support our assessment helps:

- ★ provide evidence of what the children already know and what they learn
- ★ indicate what the children are not yet able to do or have not understood
- ★ monitor children's and groups of children's progress

- ★ inform planning to ensure that learning planned for the child is appropriate, challenging and the next steps are clear
- ★ ensure continuity and progression
- ★ inform decisions about the grouping of children
- ★ identify specific needs and groups of children e.g. SEND, PP, EAL.
- ★ report progress to parents
- ★ pass accurate and useful information to other teachers and schools
- ★ inform other interested professionals
- ★ highlight strengths and weaknesses in the school's curriculum fulfil statutory requirements

## **Maths**

Evidence of children's maths learning, including the child's voice is kept in their maths books, Tapestry and/or learning journal. This work demonstrates progress over time and supports ongoing assessments being made in maths. Children's maths progress is logged on Insight at the end of each term. Information is used to identify children's needs and inform future planning. Children in KS1 have individual maths targets.

## **English**

### **Writing**

Evidence of children's writing across a range of forms and for different audiences is kept in children's writing book, Tapestry and/or learning journals. This work demonstrates progress over time and supports ongoing assessments being made in writing. Children's writing progress is logged on Insight at the end of each term. Information is used to identify children's needs and inform future planning. Children in KS1 have individual writing targets.

### **Reading**

Evidence of children's reading is collected in the class reading folders and via Tapestry. This supports to track frequency and range of individual children's reading skills and provides two-way feedback with parents/carers. Teachers reading folders and observations highlight children's depth of understanding of texts and show the strategies children use in reading. Children's reading progress is logged on Insight at the end of each term. Information is used to identify children's needs and inform future planning.

## **Phonics and Grammar, Punctuation and Spelling (GPS)**

Children's progress in Phonics, from Reception through to Year 2, is tracked Each half term. Individual assessments take place with children to support assessments in phonics. These are passed on to the next teacher at the end of each year.

## **Other subjects**

Evidence of children's learning in other areas of the curriculum will be collected in their learning journeys and or Tapestry.

## **Equal Opportunities**

Assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for

whom English is an additional language to be given a differentiated curriculum which meets their needs.

## **Special Educational Needs and Disabilities (SEND)**

Please see the SEND Information Report, which is updated annually.

We follow guidance from the West Sussex Graduated Approach to identify and assess children with a Special Educational Need and/or Disability. We do this termly using the process of Assess, Plan, Do and Review.

All children are assessed using the school's cycle of assessment against statutory curriculum expectations. Where a child is not meeting age related expectations or making expected progress the class teacher will use universally available inclusive provision as a first response. Following at least two terms of the assess, plan, do, review cycle, targeted or specialist support will be actioned. Children requiring targeted or specialist support are added to the SEND support register, which is monitored by the SENCo. At this level, support is planned and assessed using Individual Support Plans (ISP), which include SMART outcomes. Individual Learning Plans are initiated by the class teacher and overseen by the SENCo and may involve input from external agencies. ISP outcomes and specific provision, which may include an intervention, are reviewed termly by the class teacher, parent and SENCo to monitor progress and identify further support and outcomes.

In KS1, the Hassocks Infant School Key Milestones document should be used to assess a child's starting points and outcomes. The Key Milestone document is adapted from the Pre-Key Stage Standards. This is part of the school assessment system on Insight. The EYFS framework should be used to assess a child's starting points and outcomes, where a child is working below and not making expected progress in Reception. The milestones document and EYFS framework should be used to write SMART outcomes for a child's Individual Learning Plan. There are also a range of specific assessments available to help identify a child's specific needs such as: The Learning Checklist; Sensory toolkit; Social Communication Checklist; Boxall Profile. These can also be used to plan and assess outcomes for a child's ISP in consultation with the class teacher, parent and SENCo.

## **Educational, Health and Care plan**

A child may be referred for an Education, Health and Care Needs assessment by the school if:

- ★ A child's needs are deemed persistent and severe and a child is making little to no progress after implementing specialist provision for at least two terms
- ★ The child is working below age related expectations, which meets the thresholds for an Education Health and Care Needs assessments (as identified in the West Sussex Criteria for making a request for an education health and care needs assessment document updated August 2018)
- ★ The child's provision is inclusive of 20 hours of additional support per week

The decision to apply for an Education Health and Care Needs assessment will be discussed with a child's class teacher, parent's, SENCo and external agencies. An Education, Health and Care plan (EHC plan) is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they are working towards. A child's progress towards their EHC plan outcomes is reviewed during an Annual Review. A child with an EHC plan will be supported towards their outcomes with an ISP.

The schools SENCo oversees the implementation and monitoring of ISPs and evaluates ongoing assessment and progress of SEND children via Insight and intervention tracking.

The Engagement Model should be used to assess any pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1). The assessment cycle follows the whole school model.

SEND progress and review meetings take place with the child's class teacher and SENCo every term to support the assessment and monitoring of SEND children.

### **Pupil Premium (PP)**

Children identified as PP have Pupil Premium Individual Learning Plans (PILPs). Their PILPs will identify and review specific targets every term, in line with the needs of the individual child.

The PP Lead over sees the implementation and monitoring of the PILPs and evaluates ongoing assessment and progress of PP children via Insight.

Two additional parent consultations are held with the PP lead and parents of PP children each academic year. This offers a chance for the school to report on our ongoing assessments of the child.

### **English as an Additional Language (EAL)**

When a child with EAL starts at Hassocks Infant School, the Welcome Profile should be completed to help understand the families profile and child's experience of English.

Children with English as an Additional Language are assessed termly, following the school's timeline of assessment. If a child in KS1 is found to be working below age related expectations and making less than expected progress the child's proficiency and progression in the areas of Listening, Speaking, Reading and Viewing and Writing should be assessed using the Bell Foundation EAL Primary Assessment Framework for Schools. If a child is working within the A, B or C band of the framework, an EAL ISP should be written for the child. The class teacher with the support of the SENCo, should identify which section of the framework will become the focus and use the Bell Foundation strategy guide to support with outcomes. Where a child with EAL is working below age expectations and making less than expected progress in the EYFS, the child will be supported with an EAL ISP but be guided by the EYFS framework rather than the Bell Foundation Assessment Framework.

Care should be taken to reflect on the areas of need in the wider curriculum and those specific to the EAL Primary Assessment Framework for Schools to decipher if the need relates to SEN or EAL or a combination of both. An informed decision will be made about whether universal support will be sufficient to support the child or whether they will be provided with targeted or specialist support. This may also be discussed with a member of EMTAS.

The SENCo evaluates the assessment and progress of SEND children via Insight. A class teacher should initiate a meeting with the SENCo when a child with EAL is not making expected progress based on their starting points. This may happen at the termly SEND progress and review meetings or following the termly assessment cycle.



## Appendix 1 – Key Performance Indicators



**Hassocks Infant School**  
**Key Performance Indicators**

### Key Performance Indicators

#### Reception – see Development Matters and Early Years Stage Profile

	Year 1	Year 2
<b>Reading</b>	<p>I can match a phoneme to the correct grapheme.</p> <p>I can recognise that some graphemes may make a different sound.</p> <p>I can read new words by blending sounds (including unfamiliar).</p> <p>I can read most of the Year 1 common exception words.</p> <p>I can read books that are matched to my phonic knowledge.</p> <p>I can self-correct when I make a mistake.</p> <p>I can listen to and talk about a wide range of poems, stories and non-fiction texts.</p> <p>I am familiar with key stories, fairy stories and traditional tales.</p> <p>I can talk about the importance of the title and what happens.</p> <p>I can predict what might happen next based on what I have already read.</p> <p>I can make inferences on the basis of what is said and done.</p>	<p>I can accurately read new words by blending graphemes.</p> <p>I can read words of two or more syllables.</p> <p>I can read most of the Year 2 common exception words.</p> <p>I can read a book without sounding and blending.</p> <p>I can sound out unfamiliar words without hesitation.</p> <p>I can answer questions about what I have read.</p> <p>I can infer information about the books that I have read.</p> <p>I can read most words containing common suffixes.</p> <p>I can check that my reading makes sense and go back and correct when it doesn't.</p> <p>I can talk about what I have read and explain why I think something.</p>
<b>Writing</b>	<p>I can say my sentence out loud before writing it.</p> <p>I can re-read my work to check it makes sense.</p> <p>I can write a sentence.</p> <p>I can write more than one sentence to describe or tell you something.</p> <p>I can join my sentence using the word "and".</p> <p>I can use a capital letter in the correct place.</p> <p>I can use a full stop in the correct place</p> <p>I can use a question mark.</p> <p>I can use my phonics to help me spell.</p> <p>I can use a pencil correctly and leave finger spaces.</p> <p>I can form my numbers correctly.</p> <p>I can form my letters correctly.</p> <p>I can spell some Year 1 common exception words correctly.</p> <p>I can use words that end in -ing or -ed.</p>	<p>I can write a short narrative using sentences.</p> <p>I spell many words correctly.</p> <p>I can spell many Year 2 common exception words.</p> <p>I can use the correct direction and size when forming my letters.</p> <p>I can leave spaces of the correct size between my letters.</p> <p>I can write about real events.</p> <p>I can use a question mark correctly in my writing.</p> <p>I can use the past tense or present tense correctly.</p> <p>I can use a range of conjunctions in my sentence (e.g. and, or, but)</p>

<p><b>Maths</b></p>	<p>I can count to 100 from any given number.  I can count backwards from 100 to any given number.  I can read and write numbers to 100 in numerals.  I can count in 2's.  I can count in 5's.  I can count in 10's.  I can identify 1 more and 1 less from a given number.  I can recognise odd and even numbers.  I can represent numbers using objects and pictures.  I can use number bonds and subtraction facts to 20.  I can solve one-step problems that involve addition.  I can solve one-step problems that involve subtraction.  I can solve missing number problems.  I can solve problems involving multiplication.  I can recognise find and name <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of a shape.  I can recognise, find and name <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of an amount.  I can use the vocabulary long/short, longer/shorter, double and tall/short  I can use the vocabulary heavy/light, heavier than and lighter than.  I can use the vocabulary full/empty, more than/less than, half, full full and quarter full.  I can use the vocabulary quicker, slower, earlier and later.  I know the value of different coins and notes.  I can sequence events in chronological order.  I can tell the time to the hour and half past the hour.  I can recognise and name 2D shapes.  I can recognise and name 3D shapes.</p>	<p>I can partition a two-digit number into tens and ones.  I can partition numbers in different ways.  I can add two-digit numbers and tens.  I can add a two-digit number to a 2-digit numbers.  I can add a two-digit number to a single digit number.  I can recall my number bonds to 10.  I can calculate bonds to and within 20.  I can recall and use facts for the 2x table.  I can recall and use facts for the 5x table.  I can recall and use facts for the 10x table.  I understand that multiplication of two numbers can be done in any order.  I can find and identify <math>\frac{1}{3}</math> of an amount.  I can find and identify <math>\frac{2}{4}</math> of an amount.  I can find and identify <math>\frac{3}{4}</math> of an amount.  I can find different combinations of coins that equal the same amount.  I can read scales of ones, twos and fives.  I can read and tell the time to 15 minutes.  I can find and identify <math>\frac{1}{3}</math> of a shape.  I can find and identify <math>\frac{2}{4}</math> of a shape.  I can find and identify <math>\frac{3}{4}</math> of a shape.  I can identify and describe the properties of 2D shapes.  I can identify and describe the properties of 3D shapes.</p>
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## Appendix 2 – Hassocks Infant School cycle of assessment



**Hassocks Infant School**  
Assessment, Recording and Reporting Cycle

**Statutory assessments will be undertaken and added into our assessment cycle as instructed by the DfE.**

	<b>Assessments</b>	<b>Reporting and Recording</b>	<b>Who</b>
Autumn 1	Subject Leaders Plans updated	Subject leadership plans format	Subject Leaders
<b>Pupil Progress meeting term</b>	Reception Baseline Assessment	Baseline results transferred to Insight	Reception Team
	Target Setting on Insight	FFT used to support Target Setting	Class Teachers
	Phonics Assessments in Year 1 and Year 2*	Phonics Assessment grids to be updated	Class Teachers, Phonics Lead
	PILPs and ILPs (targets updated for Autumn 2) – new targets set for Autumn Term	Hassocks Infant School PILPs and ILPs forms	Class teachers, SENCO, PP lead
	Pupil Progress Meetings	Hassocks Infant School Pupil Progress Meeting forms	Class teacher, SLT
	Interventions set up	Interventions/ Pupil Progress Meeting forms	Class Teacher, Intervention lead
	PP Parent Meetings	PP Parent Consultation form	PP Lead
	Parents Evenings	Parents Evenings – records on CPOMs as necessary	Class Teachers
	SEND progress and review meetings	SEND progress and review form	SENCo and class teachers
Autumn 2	Phonics Assessments in Reception, Year 1 and Year 2*	Phonics Assessment grids to be updated	Class Teachers, Phonics Lead to report to Assessment Lead
<b>Data drop term</b>	Teacher Assessment to be completed on Insight	Insight	Class Teacher

	<p>PILPs and ILPs – reviewed and new targets set for Spring term</p> <p>Review and evaluation of data</p> <p>Intervention evaluations</p> <p>Moderation</p> <p>ILP review meetings</p>	<p>Hassocks Infant School PILPs and ILPs forms</p> <p>Phase Leaders to review data to share with SLT</p> <p>Interventions forms</p> <p>Moderation Forms</p> <p>ILP review meeting form</p>	<p>Class Teacher, SENCo and PP Lead</p> <p>Phase Leaders, Assessment Lead</p> <p>Intervention lead, Class Teacher</p> <p>Class teachers, Assessment Lead</p> <p>Class teacher and parents (SENCo as necessary)</p>
<p>Spring 1</p> <p><b>Pupil Progress meeting term</b></p>	<p>Phonics Assessments in Reception, Year 1 and Year 2</p> <p>Pupil Progress Meetings</p> <p>Parents Evenings</p>	<p>Phonics Assessment grids to be updated</p> <p>Hassocks Infant School Pupil Progress forms</p> <p>Parents Evenings – records on CPOMs as necessary</p>	<p>Class Teachers, Phonics Lead to report to Assessment Lead</p> <p>Class teachers, SLT</p> <p>Class teachers</p>
<p>Spring 2</p> <p><b>Data drop term</b></p>	<p>Phonics Assessments in Reception, Year 1 and Year 2</p> <p>Teacher Assessment to be completed on Insight</p> <p>PILPs and ILPs – reviewed and new targets set for Summer Term</p> <p>PP Parent Meetings</p> <p>Review and evaluation of data on Insight</p> <p>Intervention evaluations</p> <p>SEND progress and review meetings</p>	<p>Phonics Assessment grids to be updated</p> <p>Insight</p> <p>Hassocks Infant School PILPs and ILPs forms</p> <p>PP Parent Consultation form – added to CPOMs</p> <p>Phase Leaders to review data to share with SLT</p> <p>Interventions forms</p> <p>SEND progress and review form</p>	<p>Class Teachers, Phonics Lead to report to Assessment Lead</p> <p>Class Teacher</p> <p>Class teachers, SENCo, PP Lead</p> <p>PP Lead</p> <p>Phase Leaders, Assessment Lead</p> <p>Intervention lead, Class Teacher</p> <p>SENCo and class teachers</p>

	ILP review meetings	ILP review meeting form	Class teacher and parents (SENCo as necessary)
Summer 1 <b>Pupil Progress meeting term</b>	Phonics Assessments in Reception, Year 1 and Year 2  Pupil Progress Meetings  Intervention evaluations  Moderation	Phonics Assessment grids to be updated  Hassocks Infant School Pupil Progress forms  Interventions forms  Moderation Forms	Class Teachers, Phonics Lead to report to Assessment Lead  Class Teacher, Assessment Lead  Intervention lead, Class Teacher  Class teachers, Assessment Lead
Summer 2 <b>Data drop term</b>	Phonics Assessments in Reception, Year 1 and Year 2*  Teacher Assessment to be completed on Insight  Necessary assessment data sent to county  KS1 Teacher Assessment Data to be added to FFT  PILPs and ILPs – reviewed and new targets set for Autumn Term  SEND progress and review meetings  ILP review meetings  Child conferences  Annual reports to parents  Review and evaluation of data	Phonics Assessment grids to be updated  Insight  Data collection sheet to be complete and sent to county  FFT  Hassocks Infant School PILPs and ILPs forms  SEND progress and review form  ILP review meeting form  Child conference box on reports  Annual reports format  Phase Leaders to review data to share with SLT	Class Teachers, Phonics Lead to report to Assessment Lead  Assessment Lead and HT  Assessment Lead and HT  Class Teachers, SENCo and PP Lead  SENCo and class teachers  Class teacher and parents (SENCo as necessary)  Class Teacher  Class Teacher, HT/DHT  Phase Leaders, Assessment Lead

	Evaluation of Subject Leaders plans Intervention evaluations Moderation Handover to next class teacher	Subject leadership form Interventions forms Moderation Forms Assessment data, books and reports	Subject leaders Intervention lead, Class Teacher Class teachers, Assessment Lead Class teacher, Assessment Lead
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\*Year 2 phonics assessments will take place for those children who did not pass the Year 1 phonics check.  
Annual reviews take place for children with EHC plans. If a child is under 5, they will have an additional interim review.

**Statutory assessments will be undertaken and added into our assessment cycle as instructed by the DfE.**

## Appendix 3 – Pupil Progress Meeting

	<b>Hassocks Infant School</b> <b>Pupil Progress Meetings</b> Year Group: _____ Term: _____
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<b>What does the data show us?</b>
<b>Strengths:</b>
<b>Gaps:</b>
<b>Monitoring of value added:</b>

<b>Children with or at risk of negative value added (from end of EYFS and end of Y1 to Y2)</b> <i>These children should be incorporated into your planning for universal, targeted and/or specialist support.</i>
From end of EYFS
From end of Y1 to Y2 (Year 2 only)

<b>Universal Support e.g. updating MTPs, adapting T&amp;L approach, adapting learning environments</b>
<b>Review</b>

<b>Targeted Support e.g. quality first teaching, daily reading, provisions in SI time</b>		
<b>Review</b>	<b>Review</b>	<b>Review</b>

<b>Specialist support e.g. individual support, intervention groups</b>					
Intervention	Group size / Frequency / Duration / Staff	Pupils	Entry data	Exit data	Outcome