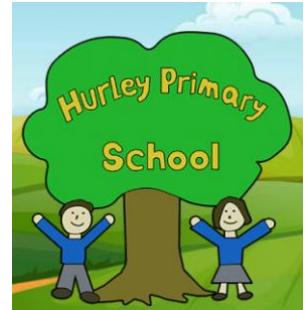


# Hurley Primary School



## Assessment Policy 2023-24

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## Aims

We aim to develop an effective, efficient assessment system which is robust, consistent, accurate and manageable. Assessments must enhance teaching and learning and promote pupil progress. They will also help to inform school development and accountability.

## Tracking Attainment and Monitoring Progress

The attainment and progress of every child is tracked using the **Class Assessment Excel Spreadsheets**. We track pupil's progress and attainment from entry in Reception to leaving in Year 6. Teachers input into their Class Assessment Excel Spreadsheets at the end of the 1<sup>st</sup> half term and at the end of every term.

## Assessment should inform planning and improve children's learning and progress

Formative assessment should be used on a daily basis to inform planning to ensure all children are achieving and understanding their learning. This can be completed through marking, annotation of planning or keeping mental or written records. Timely intervention is important to ensure children are keeping up. Ideally this will be done in the lesson or as close to it as possible.

Assessment should be used to inform planning and find gaps in pupils learning to close effectively. Teachers should know how each of their children learn best and take this into account when planning interventions and planning children's next steps or units of work.

## Teacher Assessment and Class Assessment Spreadsheets

Teachers make assessments on a daily basis, lesson by lesson and week by week. They will record children's attainment on the records outlined below. A summative record of attainment will be recorded on the **Class Assessment Spreadsheets**.

**Class Assessment Spreadsheets** will be used to record attainment and progress of each individual each term. Attainment of individuals, groups or cohorts can be compared to national averages and expectations. Progress is also monitored by comparing current attainment to prior attainment achieved in previous year or Key Stages. They will be analysed and discussed on a termly basis at pupil progress meetings. The Head and SMT will analyse this data to monitor progress across the school.

M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	
<b>BOYS</b>	END OF KS1	KS PROGRESS	END OF LKS1	END OF LKS1	Year Progress	READING	END OF KS1	KS PROGRESS	END OF LKS1	Year Progress	WRITING	END OF KS1	KS PROGRESS	END OF LKS1	Year Progress	MATHS	RWM	SPAG	Science	PHONICS
Ash Jacob	3	↑	3	3	→	3	3	3	3	→	3	4	4	4	4	3.5	3.5	4	3	A
Atherton-Smith Riley	4	→	4	4	→	4	3	3.5	3.5	→	3.5	4	4	4	4	3.5	3.5	4	3	A
Bailey Oliver	3	↓	2.5	2.5	→	2.5	3	2.5	2.5	→	2.5	3	3	3	3	2.5	2.5	3.2	3	B
Bonfield Harry	2	↑	3	3	→	3	2.5	2.5	2.5	→	2.5	3	3	3	3	2.5	2.5	3.5	3	B
Coie Logan	3	→	3	3	→	3	2	2.5	2.5	→	2.5	1	2	2	2	2.5	2.5	3	3	C
Cox Zane	4	→	4	4	→	4	3	3	3	→	3.25	4	4	4	4	4	4	4	3	C
Cross Joey	2	↑	2.5	2.5	→	2.5	2	2.5	2.25	→	2.25	3	2	2	2	2.5	2.5	3	3	C
Everitt Jayden	3	→	3	3	→	3	3	3	3	→	3	3	3	3	3	3	3	3.2	3	D
Gloster Ali	3	→	3	3	→	3	3	2.5	2.5	→	2.5	2	2	2	2	2.5	2.5	3.2	3	D
Goodall Theodore	3	→	3	3	→	3	3	3	3	→	3.25	3	3	3	3	3	3	3.2	3	D
Green Thomas	4	↓	3	3	→	3	3	2.5	2.5	→	2.5	2	3	3	3	2.5	2.5	3	3	D
Holland Ethan	4	→	4	4	→	4	3.5	3.5	3.5	→	3.5	4	4	4	4	4	4	4	3	E
Jones Edward	2	↑	2.5	2.5	→	2.5	2	2.5	2.5	→	2.5	3	3	3	3	3	3	3	3	E
Male William	3	→	3	3	→	3	3	2.5	2.5	→	2.5	3	3	3	3	3	3.5	3	F	
Mason Harley	2	→	2	2	→	2	2	2	2	→	2	2	2	2	2	2	2	2	3	F
Swain Joe	3	→	3	3	→	3	3	3	3	→	3	3	3	3	3	3	3.5	3	G	
Williams Kai	3	→	3	3	→	3	3	2.5	2.5	→	2.5	3	3	3	3	3	3.2	3	G	
<b>LINCS LIP</b>																				

1<sup>st</sup> update AUTUMN HALF TERM saves this file into BASELINE folder (This will be an end of year prediction/ target)  
2<sup>nd</sup> update at End of Autumn Term save this file into END OF AUT folder This will be an end of year prediction/ target)  
3<sup>rd</sup> update at the End of Spring Term save file into END OF SPRING folder (This will be an end of year prediction/ target)  
4<sup>th</sup> update at the End of Summer Term save file into END OF SUMMER folder (This will be actual attainment achieved for the Year)

## The Assessment Spreadsheets store a summative record of the Attainment Grades and progress being made.

Until the end of year, predicted grades / targets for the end of year outcomes in all subjects. By the end of the year they are the actual grade of attainment achieved. Comparing these grades to prior attainment allows us to measure the Yearly and Key Stage progress in Reading, Writing and Maths.

The Headteacher and SMT will use external and internal assessment data to produce assessment reports to inform themselves, Governors or external partners of school performance to aid school improvement.

Ongoing teacher assessment occurs through questioning, observing, holding pupil discussions, marking or checking work and when testing and quizzing the children. Over time, the class teacher will build a good knowledge of their children's attainment and progress. Teachers will be trusted to build their teacher knowledge of each child's attainment and progress in all subjects. Teachers will make relevant assessment notes on planning or in notebooks, in children's workbooks or in mark books. **SEE MARKING POLICY**

## Moderation of Teacher Assessments

The school participates in regular moderation and standardisation of Reading, Writing and Maths. These meetings ensure Teacher Judgements are accurate.

Moderation meetings take place on a termly basis; -

- Internally
- With local cluster schools
- with the Local Authority

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## Monitoring of Assessment, Book Trawls, Moderation and Standardisation of Assessments

Assessment documentation is checked termly by senior leaders. This is to ensure that teachers are making accurate assessments against their year group's programme of study. All findings are recorded and followed up as necessary.

We recognise the most useful way to track a pupil's progress is to examine the pupils work in books, observe pupils in lessons, hold discussions with the pupils and listen to them read. BOOK TRAWLS are an invaluable means to check children's progress and judge their attainment – however analysis of teacher's assessment records is also useful. Book trawls, moderation and standardisation activities will be used to check the accuracy of the assessment records. Different abilities of children will be randomly chosen, and those children's books will be scrutinised to ensure rigour.

To make the assessment system robust and accurate, the class teacher's judgements are moderated termly within school, the local cluster of school and with the Local Authority at the end of Key Stages.

## Sharing assessments – Progress Meetings, Transition Meetings

### Pupil progress meetings

SMT will hold pupil progress meetings to discuss the individual needs of child in every year group. Information will be taken from the whole school tracking grid and the teacher assessment sheets to identify where interventions need to be in place. This is completed for every child in the school. Interventions are then set up according to close gaps and allow every child to make progress.

### Sharing assessment information

At the end of every year or when children change settings, meetings are set up for the teachers to pass on assessment and progress information to the next teacher. Within these meetings, the following should be discussed for each member of the class:

- current attainment – assessment sheet will be shared, and gaps will be highlighted
- interventions they have received, what has worked well for that child.
- current level of progress that child has made
- personal, social and emotional issues that may affect the child's learning.
- Special Educational Needs, gifts and talents or special interests.

Previous assessments help to provide a baseline for receiving teachers to ensure they have a good understanding of a child's attainment and gaps before they start a new year group. This enables teachers to set high expectations from the beginning of a new year group.

### Transition

#### Starting school

The Reception teacher receives profiles from previous settings, so they already have some background information on the children. Parents are also invited to share the interests and needs of their children. A baseline assessment will also be completed once the children start school.

#### Moving to Secondary School

Year 6 teachers and SMT hold meetings with children's secondary schools to share assessments and ensure there is continuity of provision for the children's abilities and needs.

#### Moving Schools

When children leave or join school, the headteacher ensures assessment information is shared.

## Assessment Summaries and Reports support Accountability and School improvement

The headteacher will share assessment summaries and reports information with SMT, Governors, Consortium schools and external advisors to help to monitor the impact of school improvement initiatives; whole school and individual teacher performance.

Assessment information helps the SMT and Governors monitor the impact of school improvement initiatives and progress being made by groups of pupils. It also helps to determine relevant future school improvement strategies, priorities and targets.

## Maths Passports

In KS2, **Maths Passports** are used to focus on fluency of the key mathematical skills. They encompass all the key fluency skills from every programme of study. They are progressive but are based on children's fluency ability not year group. Once a child has completed one set of skills they can be moved onto the next set.

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## Parent involvement

Involving parents in the assessment process is crucial to facilitate quality learning. Parents are kept informed throughout the year in various ways. In the Autumn and Spring terms parents' evenings are held. Parents are informed about their child's welfare, attainment and progress. They are also made aware of their child's next steps in learning taken from the teacher's assessments. In the summer term, a written report is sent to parents to inform them of their end of year/key stage attainment and the standard they have achieved.

## Self and Peer Assessment

In order for children to be able to assess themselves and others, they need a clear learning intention and criteria of how to be successful. Children should be given opportunity to assess each other's work and their performances. It is good practice for children to have opportunities to edit each other's work. They should be given opportunities to self-correct, improve and present work on a regular basis. Children need to be regularly editing written work with purple pens for punctuation and spelling corrections and improving sections. Children need to improve maths and improvements will be indicated using a pink pen.

## SEN assessment

SEN children can be assessed by P levels if they are working well below their programme of study and are assessed as below Pre-Key Standard. Severe SEN children with specific learning needs should be assessed against their Individual Support Plan (ISP). This is to ensure that all children can attain and make progress against achievable steps. ISP's need to be tailored to children's learning needs and updated regularly (at least once a term). SEN children who make small steps of improvement can be monitored by noting achievements made in their ISP targets or other personal targets or by evaluating their performance in intervention groups.

## Tests

## Internal Tests – used to help inform teacher assessments

Year 3, 4 and 5 have a termly assessment week, where the children complete tests. This is to consolidate teacher assessment and serves as another piece of independent evidence. The tests comprise of reading, SPaG and maths. In addition to these tests, the children also complete termly PRIA reading tests. These help to analyse the different areas of reading and give the children a reading age. Year 2 and 6 complete half-termly assessment weeks because of the SATs at the end of the key stage. They also cover reading, SPaG and maths.

## External Tests – used to monitor school performance

- School will participate in all the external tests
- Reception Baseline
- Year 1 Phonics Screen (and Year 2 phonics screen for those children who don't 'pass' in Year 1)
- End of KS1 SATS in Reading, Writing and Maths
- Year 4 Timetables Test
- End of KS2 SATS in Reading, SPaG and Maths.

## Making a Writing Attainment Grade Judgement

**Grades are based on the child's ability to achieve National Curriculum Programmes of Study.**

Children will be assessed against a progressive assessment grid, which we also use for the local Consortium moderation.

This is an example of the record of writing moderation sheet that staff use for the writing moderation for the local Consortium. We also use the statements from these on our English Skills grids.

## Choosing the Grade

Each child is awarded an end of year numerical grade which denotes the child's attainment relative to the expected standard for that year. (**During the year the recorded GRADE is a prediction of what the child is likely to achieve by the end of the year**). The numerical grades that are awarded from the teacher assessment sheets are as follows.

1	2	3	4
Pre-Key Stage Standard	Working Towards Expected Standard	Working at Expected Standard	Working at Greater Depth within Expected Standard
Very Poor understanding - unable to grasp concepts and skills	Has covered but doesn't fully grasp	Has achieved the skill / concept	Shows deep understanding and achieves at greater depth
A child is working significantly below their year groups PoS.  These are on separate assessment sheets.	A child who is working below national standard but can access the PoS.	A child who is working within the PoS and achieving the relevant statements to be awarded the standard.	A child who has greater understanding of their year groups PoS.

## Using decimals in the Grade

This enables us to record finer more detailed assessments (it indicates how near the teacher thinks the child is to achieving the next standard). Attainment Levels cover a VERY broad spectrum. Therefore, decimals should be used to show the 'depth' of attainment which the child is attaining in the 'NEXT higher standard'.

### FOR EXAMPLE

3 = ONLY JUST achieving this standard

3.25 = achieving the standard and achieving some (about a quarter) of the Greater Depth Standard

3.5 = achieving the Standard and achieving about half of the Greater Depth Standard

3.75 (or above) = achieving the Standard and NEARLY Achieving Greater Depth

## Using Class Assessment Spreadsheets to Monitor Progress

### Expected Progress (for both Key Stages)

A child makes expected progress if the child's grade remains the same by the end of the year. E.g. They started the year as a 3 (expected) and have remained a 3 at the end of the year.

### Better than Expected Progress

The fraction of the next standard achieved is recorded in quarters. If a child achieves a quarter or more of the next standard, then the decimal 0.25 is used. If a child achieves a half or more of the next standard, then the decimal 0.5 is used. If a child achieves three quarters or more of the next standard, then the decimal 0.75 is used. Progress occurs in.

if a child improves their end of year Grade by 0.25 or more we consider them to have made better than expected progress.

## Science Assessments

There is a tab on the **Class Assessment Spreadsheet** to enter the attainment for each of the science units.

Teachers make judgements based on the criteria set and assess children at the end of each unit.

Name	OVERALL	Properties	Classification	Scents	Electricity	Status of Matter
<b>BOYS</b>		<b>ENTER BOYS SCIENCE DATA</b>				
Ash Jacob	4	3				
Atherton-Smith Riley	4	3.5				
Brownfield Harry	3.2	3				
Cox Zane	3	3				
Cress Joey	3	3				
Everitt Jayden	3.2	3				
Glastier Alf	3.2	2.75				
Gosdall Theodore	3.2	3				
Halligan Alfie	3	3.5				
Hughes Ethan	3	3.5				
Jones Edward	3	2.75				
Male William	3.5	3				
Mason Harley	3	2.25				
Swain Joe	3.5	3				

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## Foundation Subject Assessments

## History, Geography, Art and DT Assessments

We have produced spreadsheets for the above subjects, which include the objectives for each of the strands of learning across units, year groups and the whole school. At the end of the unit, teachers make a best fit judgement for the child's performance. This is recorded on the spreadsheet. Children are graded 1 (working towards the objectives), 2 (working at) and 3 (greater depth within the objectives). These spreadsheets are saved onto the portal and used in subsequent years to build a picture of the child's attainment in the subjects throughout KS1 and KS2.

Year 5											
KNOWLEDGE		CONCEPTS								GOALS	
V, AS	AG	V, IV	AS, J, COM, RS	AS, IV							
Geography											
Historical skills											
Geographical skills											
Art											
Design											

## Other Foundation Assessments

In other foundation subjects, teachers make a best fit grade for the child's performance across the term.

There is a tab on the **Class Assessment Spreadsheet** where teachers will record these assessments. This shows where a child is currently performing. Teachers also complete an assessment sheet for each unit, identifying children working towards or working at greater depth within the subject.

Name	ART	DT	HIST	GEOG	PSHE	MUSIC	RE	MFL	ICT	PE
Ister Poppy-Rose	3	4	3	3	4	3	3	3	3	4
ees Summer	3	2	3	3	3	3	3	4	3	4
ofus Imogen	3	3	3.2	3.2	3	3	3	4	3	3
ilton-Harris Suzie	3	4	3.2	3.2	4	3	3	4	3	3
lously Brogan	3	3	2.5	2.5	3	3	3	2	3	4
wen Kelsey	3	3	3.2	3.2	3	3	3	2	3	3.2
ayne Sophie	3	3	3.2	3.2	4	4	3	2	3	3
ears Gracie	3	2	3	3	3	1	3	2	3	4
edhouse Felicity	3	3	3.2	3.2	3	1	3	4	3	3.2
mith Harriett	3	4	3	3	4	1	3	4	3	3
elland Evie	3	3	3	3	3	3	3	4	3	4
Finstanley Evie	3	3	2.5	2.5	3	3	3	3	3	3

should be updated at least 3 times a year for end of AUTUMN, SPRING, SUMMER terms.

## Reading, Writing and Maths Skills Grids

Reading, Writing and Maths Skills Grids are kept on an Excel spreadsheet. These spreadsheets record the key knowledge and skills gained for reading, writing and maths. Numbers show the level of understanding shown by an individual pupil.

1	2	3	4
Very Poor understanding Unable to grasp the skill/concept	Has covered but doesn't fully grasp - the skill/concept	Has achieved the skill/concept	Shows deep understanding and application at Greater Depth of the skill/concept

These assessments should be completed every week as they are formative and should inform weekly planning. They should be updated weekly on teacher laptops and uploaded onto the portal (at least) 4 times a year - at end of Autumn half term and at the end of each term.

Example of a writing skills grid:

Working at Greater Depth within the standard											
<b>The pupil can write for different purposes, after discussion with the teacher:</b>											
<b>using the full range of punctuation taught at key stage 1, mostly correctly</b>											
<b>spelling most common exception words*</b>											
<b>spelling most words with contracted forms*</b>											
<b>adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -ly, -er, -est*</b>											
<b>using the diagonal and horizontal strokes needed to join letters in most of their writing*</b>											
<b>Writing demonstrates a deep understanding of a range of taught text types, with increasing complexity, including poems, recounts, reports, instructions and recounts.</b>											
<b>Some spelling with grammar and devices beyond their that is evidence:</b>											
<b>Writing demonstrates competent use of a range of sentence structures, including those with more than one clause:</b>											
<b>Writing shows consistent independent choices around adverbs and prepositions for particular effect.</b>											
<b>Using common punctuation is accurate, including correct punctuation of direct speech within a range of sentence structures (e.g. He said " " John shouted).</b>											
<b>Handwriting is increasingly legible and consistent, including fluent joining.</b>											

Example of a maths skills grid

MATHS CONCEPTS											
*empty box means there are not correct											
+empty box means there are mostly correct											
=empty box means there are some correct											
-empty box means there are not correct											
Numbers to 1000											
Number line to 1000											
1, 10, 100 more or less											
Compare and order numbers											

Example of a reading skills grid

TARGETS											
DING- Working at the Expected Standard											
Initially, most words of text are mostly accurate, but not yet containing complex suffixes.											
Reinforce books, the pupil can read most words accurately without sounding out, and sufficiently to enable them to focus on meaning, inferring meaning from context.											
Appropriate books, the pupil can sound out most unfamiliar words.											
Ask the pupil to read a sentence, and ask them to pick out words that they can already read fluently. The pupil can check it means to them, correcting any inaccurate reading.											
Ask the pupil to read a sentence, and ask them to pick out words that they can already read fluently. The pupil can answer questions, ask for more information, and ask them to explain what has been read.											
Ask the pupil to read a sentence, and ask them to explain what has been read.											

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This

The skill/concepts for the year group are 'pre- listed' on the left-hand column.

## Reading

Assessments should be completed at least half termly to inform planning.

## Writing

Teachers will 'deep mark' and provide constructive feedback on at least two pieces of writing a half term. Teachers should regularly analyse these writing assessments to inform planning. SEE FEEDBACK AND MARKING POLICY FOR FURTHER DETAILS

## Maths

Assessments should be completed weekly to inform Maths catch-up requirements

## Reading Records

For extra information on the maintaining of reading records, please see the reading policy. Reading records are track and improve progress. They ensure books children are reading are at an age and stage appropriate level

All of the evidence is fed into the:

- Reading Grids
- Individual class reading records (kept when a child is heard read)
- Class Assessment Spreadsheet (kept on a termly basis to keep an overall summative record each term)
- Piri Reading Tests (standardised scores are recorded on the Class Assessment Spread sheet)

## Accelerated Reading Assessments

Children making slow progress will be assessed using the assessment tools from Accelerated Reading tests to identify SMART targets for rapid improvement.

These assessments will be used to inform DIRECT INSTRUCTION AND READ TOGETHER INTERVENTION. The aim is to enable children to make RAPID READING progress.

## Early Years Assessments

### Reception Baseline

A baseline assessment is completed by the teacher for all children on entry to the Reception class. This will be their starting point in Reception. An average child on entry should be beginning 40 – 60 months. Children will be assessed for each area of learning using the Development Matters.

### Reception Daily/Weekly Formative assessments

Teachers make daily assessments through observations, discussions and checking children's recording in books. 2Simple software is used on a daily/weekly basis to contain evidence of daily observations. Daily reading records are kept and all children are heard by an adult one -one at least once a week (Also group reading occurs for each child 3 times per week).

### Reception Termly summative assessments

Reception assessments (including the Reception Baseline) are recorded on the Reception Excel spreadsheet to build an EYFS profile, of the child's attainment and progress. This will be updated at end of the Autumn half term and end of each term and uploaded onto the staff portal.

### Attainment in Reception

EYFS attainment is tracked against Development Matters through the year in each area of learning and by the summer term all children are tracked on the Early Learning Goals.

We use numerical grades to show if the children are below, at or above the expected standard for the start of year and the end of each term (See below in the **Summary of grades for Reception Class Assessment Spreadsheet.**)

Decimals can be used to show how much of the next standard above is being achieved.

Autumn 1 <sup>st</sup> Half term		Baseline		
Development Matters stage	Consolidating 30-50 and below	Secure 30-50	Beginning 40-60	Consolidating 40-60 or above
Numerical grade	1	2	3	4
<u>End of Aut Term</u>				
Development Matters stage	Secure 30-50 Or below	Beginning 40-60	Consolidating 40-60 or above	Secure 40 – 60 Or Above
Numerical grade	1	2	3	4
<u>End of Spring Term</u>				
Development Matters stage	Beginning 40-60 or below	Consolidating 40-60	Secure 40-60 or above	Beginning ELG or Above
Numerical grade	1	2	3	4

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End of Summer/Year		Early Learning goals: National Data			
Early Learning Goal		Emerging ELG or Below	Emerging ELG	Expected ELG	Exceeding ELG
National numerical grade		Non recorded	1	2	3
School Numerical grade	1	2	3	4	

### Progress in Reception

We measure progress as follows; -

- If the child remains on the same 'numerical grade' they have made **good progress**
- If the grade increases, they have made **better than expected progress**

### Development Matters Statements

Throughout the year, a child is assessed purely against the Development Matters statements that are taken from the EYFS. A child can be beginning, consolidating or secure within the age band of development matters. A best fit approached is used.

### Development Matters

22 to 36 months	Beginning 30-50 Months	Consolidating 30-50 Months	Secure 30-50 Months	Beginning 40-60 Months	Consolidating 40-60 Months	Secure 40-60 Months
-----------------	------------------------	----------------------------	---------------------	------------------------	----------------------------	---------------------

### Early Learning Goals

At the end of Reception, all children will be assessed against the Early Learning Goals for all areas of learning, which are the next progressive step from Development Matters.

A child has achieved a Good Level of Development, if they achieve at least the expected standard in ELG in the 3 Prime Areas + ELG in Maths + ELG in Literacy

- Personal, Social and Emotional Development.
- Communication and Language
- Physical Development
- Maths
- Literacy

The Early Learning Goals		
Emerging	Expected	Exceeding
Achieved some of the objectives but not all.	Achieved most of the objectives	Achieved all and beyond.

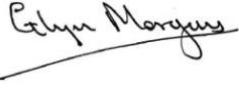
### Evidence for Reception assessment – 2SIMPLE

2Simple software is used to build a profile of each child. Electronic and paper assessments are kept throughout the EYFS. The electronic profile is kept in the form of 2Simple. This stores evidence of children independently learning and links that learning to Development Matters. The work showcases independent work and significant steps in learning taken by the child. Evidence to support assessments can also be found in children's books. Parents are also asked to contribute evidence and the 2SIMPLE profile is shared with parents.

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### Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Headteacher      Glyn Morgans      Signed            Sept 23

Chair of Governors      Karen Orman      Signed            Sept 23

### REVIEW DATE: BY DEC 2024

If you have any queries or require further information, please do not hesitate to contact us on 01827 872207 or email [head2032@welearn365.com](mailto:head2032@welearn365.com)

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