



The Diamond Learning Partnership Trust

Assessment and Reporting Policy 2024

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1 Aims

This policy aims to:

- Provide clear guidelines on the approach to summative assessment and reporting for schools within The Diamond Learning Partnership Trust (DLPT).
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to the CEO.

2 LEGISLATION AND GUIDANCE

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels. [The Education \(Pupil Information\) \(England\) Regulations 2005 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uk/2005/1000/1)

It also refers to statutory reporting requirements set out in the above document.

3 PRINCIPLES OF ASSESSMENT

This policy supports the DLPT's ethos of 'Earned Autonomy' by establishing a core set of assessments to be reported to the CEO and Trust Board three times per year, whilst allowing flexibility in how schools come to these assessments.

This policy is for the recording and reporting of summative assessments. Formative Assessment practices are carried out entirely in line with the individual policy of each school.

In utilising a common approach to recording assessments, the Trust is mindful of its commitment to not add unnecessarily to teacher workload.

Summative assessment is used to ascertain pupil attainment and comparatively evaluate the performance of individual pupils and pupil attribute groups both within individual schools and across the Trust. Such evaluations will be used to allocate resources and where beneficial provide support to weaker cohorts.

Assessments will be robust and thorough and will allow the identification of pivotal pupils within schools to ensure no pupil is coasting in their learning journey. As a Trust we will be aspirational for all of our children. It will also identify any pupils who are not accessing their year group's curriculum.

4 ASSESSMENT APPROACHES

The DLPT views assessment as an integral part of teaching and learning, inextricably linked to our curriculum.

We use three broad, overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

DLPT schools support the cogent principles that any assessment data produced must serve a purpose and impact on pupils' learning, and that data should be collected once and used in

multiple ways to avoid unnecessary workload for staff.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, aid in identifying where support may be required and work with teachers to ensure pupils have the support to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit or period and to evaluate the impact of their own teaching and to identify where and what type of support is required.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

Assessments will take two interlinked forms:

Teacher assessment - we will utilise internal assessment processes, which will vary between schools, to judge where a pupil is attaining in their classwork in relation to what might be expected of a pupil at that point in their school journey.

Standardised testing - we will use commercially produced and nationally standardised tests in reading, maths and SPAG in order to compare the attainment of our pupils with those nationally, as well as to promote alignment of teacher judgements across and within the different schools of the trust.

It is imperative that standardised tests are delivered in a standardised manner.

Schools may use the results of either of these assessments to identify and tackle gaps in pupil learning and consider how each pupil's learning interacts with their classroom performance.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to understand national expectations and assess their school performance in the broader national context.
- **Teachers** to understand national expectations and assess their own performance in the broader national context.
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of Reception
- Phonics Screening Check in Year 1

- Multiplication Tests in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6).

5 COLLECTING AND USING DATA

5.1 Parameters

Schools will enter assessments onto the school's Management Information System (Arbor) by the end of the second week following the commencement of Assessment week. Assessment weeks will be the weeks identified in the School Diaries: there will be a 10 week gap between assessments.

For all pupils above EYFS, an assessment judgement and where appropriate the standardised score will be entered onto the Arbor Management Information System at the end of each assessment period for reading, writing, mathematics and SPAG. Phonics screening check scores also need to be entered at the end of each assessment period.

Teachers will use the Trust Exemplification Materials to support their shared understanding of the quality of writing which represents PKS, WTS, ARE and GDS.

5.2 Interpretation of data

Standardised tests allow us to draw conclusions about how our pupils are performing in relation to their peers nationally, and to compare different cohorts of pupils. Care must be taken when drawing conclusions however: on an individual level they can suggest unreliable conclusions since pupils may over or under perform on the test. Where a pupil's test score and the teacher assessed attainment level are not in line, this discrepancy should form the basis of a discussion to examine the reasons for this.

When looking at the performance of groups of pupils, care should be taken to avoid over interpreted instances where trends or conclusions are based on small groups. In such instances, disparity between the performance of the pupil attribute group and the general cohort may better prompt discussion rather than describe firm conclusions about the performance of a school.

5.3 Levels of assessment

Schools will assess children as Pre Key Stage - PKS, Working Towards - WTS, Age Related Expectations - ARE or Greater Depth - GDS :

Pre Key Stage (PKS)

The pupil is generally working below the curriculum relevant for their year group.

WORKING TOWARDS (WTS)

The pupil is working within the curriculum relevant for their year group, but generally requires support in accessing those objectives.

AGE RELATED EXPECTATIONS (ARE)

The pupil generally achieves their age appropriate curriculum without support in addition to that afforded to all pupils.

GREATER DEPTH (GDS)

The pupil applies their learning to different contexts, including other areas of the curriculum. They are able to reason using their knowledge, explain what they are doing and why, and teach others

what they have learned. Their writing is lifted by their control and range of the language and punctuation used.

Each grade is to be allocated on the basis of how well a pupil has performed in the summative assessments: the grades should also be informed by the pupil's work and performance in class. The judgement is not made against end of year expectations, but if they are on track to meet Age Related Expectations by the end of the year.

The standardised score attained in the test should also be entered onto Arbor.

5.4 Pupils working below their year group curriculum

Where pupils are assessed as PKS, these pupils should be placed on the school's Special Educational Needs and Disability (SEND) Register as they must, by definition, have "a significantly greater difficulty in learning than the majority of others of the same age". Schools must therefore "use their best endeavours to make sure that a child with SEND gets the support they need."

Whilst a pupil assessed as PKS will be recorded as such on the data systems that form each school's summative assessment system, schools will be expected to have additional information on such pupils so that they can identify broadly which year group curriculum the pupil is accessing. In this way, such pupils are assessed in line with other pupils, with a focus on what general level the pupil has achieved as opposed to what they cannot yet access.

For pupils operating below Key Stage 1 but engaged in subject-specific learning, schools must record the pupil's level of attainment using standards 1-4 as defined in the Department for Education document <https://www.gov.uk/government/publications/pre-key-stage-1-standards>.

5.5 Reporting to the Trust Board

All such data will be compiled into a MAT level report using the following collated levels of assessment:

Working Towards – standardised score below 100.

Age Related Expectations – standardised score above 100.

Greater Depth- Year 2 and Year 6 standardised score of 110. Year groups taking NFER tests standardised score above 120+.

The Trust recognises a minority of pupils may not perform as expected and have a standardised score slightly below 100. The Headteacher, with an evidence base from the teacher, is able to move that pupil to Age Related Expectations.

6 Timings

6	Year Group	Subject	Time of year
Year 1	Reading tests		Spring and summer NFER tests
	Mathematics tests		Spring and summer NFER tests
	SPAG		Spring and summer NFER tests
	Phonics screening		Autumn Screening from the previous summer's PSC Spring Screening the most recent PSC Summer Screening test sent from DfE
Year 2	Reading tests		Autumn SATs from the previous summers SATS
	Mathematics tests		Spring SATs the most recent SAT Summer SAT test sent from DfE
	SPAG		
Year 2 Phonics retakes	Phonics screening		Autumn Screening from the previous summer's PSC Spring Screening the most recent PSC
Year 3 to 5	Reading test		Autumn, Spring and Summer NFER tests
	Mathematics tests – two reasoning and one arithmetic booklet		Autumn, Spring and Summer NFER tests
	SPAG		Autumn, Spring and Summer NFER tests
Year 4	Multiplication testing		TBC
Year 6	Reading test		Autumn SATs from the previous summers SATS Spring SATs the most recent SATS Summer SATs tests sent from DfE
	Mathematics tests – two reasoning and one arithmetic booklet		
	SPAG		

7 Moderation

Exemplar material for the assessment of writing is available which gives examples of the quality of writing that can be expected from a pupil within ARE and GDS bands at each stage in their development and schools should refer to this when making their assessments.

Writing moderations will take place as a PDM. Moderations will be a collaborative and mutually supportive process which will focus primarily on helping staff to agree aligned decisions regarding pupils on the borderline between assessed levels. Therefore, schools should bring to the moderations writing that is on the borderline between WTS and ARE, and between ARE and GDS.

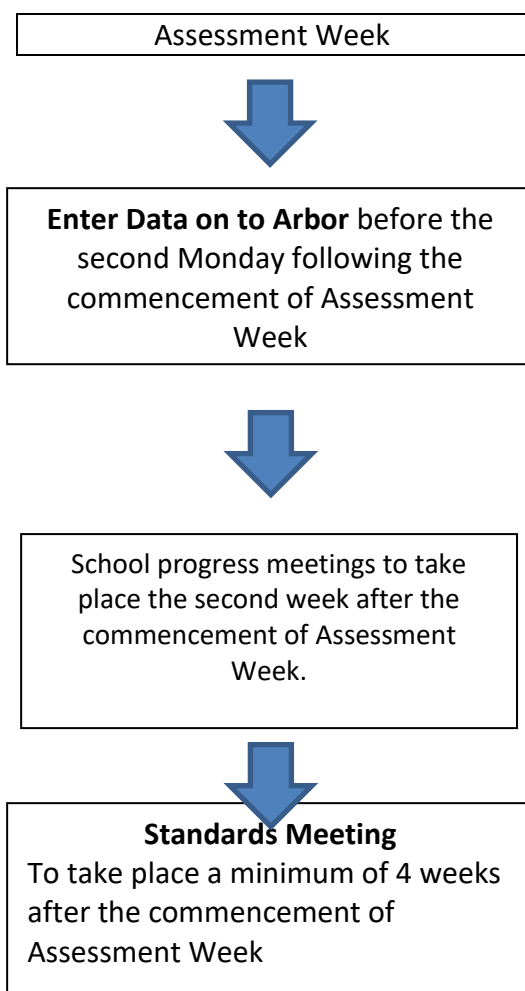
The moderation process is not designed to generate conflict, but to facilitate discussion. Each school is the final arbiter of it's own assessments.

Schools are free to arrange their own additional localised arrangements in addition.

Moderation will be a collaborative process, and the purpose will be for staff to align their judgements in writing where standardised testing is not used in all schools.

8 Key Information

All schools will carry out their formal assessments during the same weeks, the dates for these are contained in the School Diaries. Linked to these, are the deadlines for the agreed data to be entered on the Arbor, completion of School Progress forms (Appendix 1) School Progress Meetings and the presentation and reporting to The Standards Committee. Please see below:



9 REPORTING

The purpose of reporting is to provide clear, positive and constructive feedback on learning and progress and an agreed agenda for discussion to support the next steps in learning. Its aim is to help support parents' engagement in their child's learning.

Reporting includes a range of activities and not just a written end of session report. These can include children presenting learning to parents, consultation meetings with parents or on-going oral discussions. The increased involvement of learners in assessment and reporting makes the process more manageable for teachers, as well as more meaningful for learners and their parents. Schools within the DLPT engage parents in on-going dialogue through personal learning planning e.g. learning diaries.

Feedback to pupils should:

- Include a variety of approaches: discussion, written, comments by other pupils
- Be informative
- Be positive
- Support the pupil in improving

Parents/Pupils receive information in a variety of ways and on a regular basis:

- At the end of every half term a tick sheet report is sent to parents (Appendix 2)
- In November an oral report is given at Parent/Pupil/Teacher meetings as part of the discussion
- In March there is a further Parent/Pupil/Teacher meeting to discuss progress so far.
- At the end of the Summer term a full written summative report is provided to parents outlining attainment for each national curriculum subject taught, areas of strength and weakness, their personal, social and emotional development, and any important next steps. Schools can decide if they wish to use software such as Bluehills to support this process or use the proformas in Appendix 3.

Appendix 1: Half Termly Tick Sheet reports

Name:

Year:

By the end of the year children are expected to be secure within the curriculum for their year group

Reading Attainment			Writing Attainment			Maths Attainment			Science Attainment		
End of term Assessment			End of term Assessment			End of term Teacher Assessment			End of term Teacher Assessment		
Above	Spot on	Below	Above	Spot on	Below	Above	Spot on	Below	Above	Spot on	Below
Progress			Progress			Progress			Progress		
Above	Spot on	Below	Above	Spot on	Below	Above	Spot on	Below	Above	Spot on	Below
Independence		Teamwork		Behaviour		Effort		Attendance		Homework	
<ul style="list-style-type: none"> Wears the correct uniform Has an appropriate hairstyle (Tied back if long, no extreme styles) Has the correct PE kit and earrings are removed. 		<ul style="list-style-type: none"> Respects the views of others Is willing to take the lead in group work Supports and encourages others 		<ul style="list-style-type: none"> Follows the school rules Uses manners and is polite to all Sets a good example to others Allows others to learn. 		<ul style="list-style-type: none"> Pays full attention in lessons Looks to improve their work Tries their best. Is ready to start the lesson 		Good attendance means better progress at school. 98% or above - excellent, 95% - 97.9% - good, 92% - 94.9% - concerns, Below 91.9% - serious concerns		Positive attitude to homework Homework completed on time Homework completed to appropriate standard Reading regularly at home	
Always		Always		Always		Always		Excellent		Always	
Usually		Usually		Usually		Usually		Good		Usually	
Often		Often		Often		Often		Concerns		Often	
Sometimes		Sometimes		Sometimes		Sometimes		Serious Concerns		Sometimes	
Rarely		Rarely		Rarely		Rarely				Rarely	
Never		Never		Never		Never				Never	

Class Teacher:.....

Date:.....

Appendix 2

End of Year reports

- EYFS (Current Framework)
- EYFS (Revised Framework)
- KS1
- KS2

Early years foundation stage (EYFS) annual progress report (Current Framework)

Communication with parents is key, particularly when concerning their child’s progress and attainment. This template allows teachers of pupils within the EYFS to comment on individual pupils’ progress, outlining what has been learnt so far, what will be learnt next, and areas of strength and weakness.

In accordance with the DfE’s statutory guidance, ‘Statutory Framework for the Early Years Foundation Stage’ 2017, schools should comment on pupils’ progress in relation to each of the early learning goals – this is statutory when completing the EYFS profile; however, it is considered good practice for schools to do this throughout the EYFS. The same guidance also indicates that reports should highlight areas in which a pupil is progressing well, areas where there are any concerns that a pupil may have a developmental delay, and the strategies to be adopted that will address any issues or concerns. Apart from these requirements, schools are free to determine what is included in annual reports for parents.

In section B, teachers should put a cross in the relevant box for each early learning goal to indicate whether the pupil is **emerging (Em)**, **expected (Ex)** or **exceeding (Exc)** the expected level of development, then use the next columns to explain the pupil’s strengths and weaknesses for each goal.

Pupil name:		Class:	
Name of class teacher:		Date:	

Section A – Areas of Learning

What we have learnt so far:

[Outline the main areas of focus during the last academic year, and the different aspects the pupil has been taught, e.g. a focus on numbers and learning how to add numbers between 1-10]

What we will be learning next:

[Outline the main areas of focus during the next academic year, and the different aspects the pupil will be taught, e.g. a focus on numbers and learning how to add numbers between 1-10]

Section B – Early Learning Goals

Early Learning Goal	Em	Ex	Exc	Strengths	Weaknesses
Literacy, including the following:					
• Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Mathematics, including the following:					
• Number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Early Learning Goal	Em	Ex	Exc	Strengths	Weaknesses
<ul style="list-style-type: none"> Shape, space and measures 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Personal, Social, Emotional Development, including the following:					
<ul style="list-style-type: none"> Making relationships 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> Self-confidence and self-awareness 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> Managing feelings and behaviour 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Early Learning Goal	Em	Ex	Exc	Strengths	Weaknesses
Communication and Language, including the following:					
<ul style="list-style-type: none"> Listening and attention 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> Understanding 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> Speaking 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Early Learning Goal	Em	Ex	Exc	Strengths	Weaknesses
Physical Development, including the following:					
• Moving and handling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Health and self-care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Understanding the World, including the following:					
• People and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• The world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Early Learning Goal	Em	Ex	Exc	Strengths	Weaknesses
Expressive Arts and Design, including the following:					
• Exploring and using media and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Early Learning Goal	Em	Ex	Exc	Strengths	Weaknesses
<ul style="list-style-type: none"> Being imaginative 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Section C – Developmental Delays

Possible developmental delays

[If there are any concerns in relation to areas of weakness that could indicate the pupil may have a developmental delay and/or special educational needs and disabilities, discuss this here. If this is not applicable, either remove this section, or indicate that there are no concerns]

Section D – Next Steps

Next steps to address weaknesses

[Outline the activities and strategies you intend to adopt in order to address any weaknesses or concerns]

Targets

[Based on the information provided in the previous sections, and specific to the pupil, outline three targets for the pupil to work towards during the next academic year]

- 1.
- 2.
- 3.

Early years foundation stage (EYFS) annual progress report – Revised Framework

Communication with parents is key, particularly when concerning their child's progress and attainment. This template allows teachers of pupils within the EYFS to comment on individual pupils' progress, outlining what has been learnt so far, what will be learnt next, and areas of strength and weakness.

In accordance with the DfE's statutory guidance, 'Statutory Framework for the Early Years Foundation Stage' 2021, schools should comment on pupils' progress in relation to each of the early learning goals – this is statutory when completing the EYFS profile; however, it is considered good practice for schools to do this throughout the EYFS. The same guidance also indicates that reports should highlight areas in which a pupil is progressing well, areas where there are any concerns that a pupil may have a developmental delay, and the strategies to be adopted that will address any issues or concerns. Apart from these requirements, schools are free to determine what is included in annual reports for parents.

In section B, teachers should put a cross in the relevant box for each early learning goal to indicate whether the pupil is **emerging (Em) or meeting (M)** the expected level of development, then use the next columns to explain the pupil's strengths and weaknesses for each goal.

Pupil name:		Class:	
Name of class teacher:		Date:	

Section A – Areas of Learning

What we have learnt so far:

[Outline the main areas of focus during the last academic year, and the different aspects the pupil has been taught, e.g. a focus on numbers and learning how to add numbers between 1-10]

What we will be learning next:

[Outline the main areas of focus during the next academic year, and the different aspects the pupil will be taught, e.g. a focus on numbers and learning how to add numbers between 1-10]

Section B – Early Learning Goals

Early Learning Goal	Em	M	Strengths	Weaknesses
Literacy, including the following:				
<ul style="list-style-type: none"> Comprehension 	<input type="checkbox"/>	<input type="checkbox"/>		

Early Learning Goal	Em	M	Strengths	Weaknesses
Literacy, including the following:				
• Word reading	<input type="checkbox"/>	<input type="checkbox"/>		
• Writing	<input type="checkbox"/>	<input type="checkbox"/>		
Mathematics, including the following:				
• Number	<input type="checkbox"/>	<input type="checkbox"/>		
• Numerical patterns	<input type="checkbox"/>	<input type="checkbox"/>		
Personal, Social, Emotional Development, including the following:				
• Building relationships	<input type="checkbox"/>	<input type="checkbox"/>		
• Managing self	<input type="checkbox"/>	<input type="checkbox"/>		
• Self-regulation	<input type="checkbox"/>	<input type="checkbox"/>		

Early Learning Goal	Em	M	Strengths	Weaknesses
Literacy, including the following:				

Early Learning Goal	Em	M	Strengths	Weaknesses
Communication and Language, including the following:				
<ul style="list-style-type: none"> Listening, attention and understanding 	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> Speaking 	<input type="checkbox"/>	<input type="checkbox"/>		
Physical Development, including the following:				
<ul style="list-style-type: none"> Gross motor skills 	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> Fine motor skills 	<input type="checkbox"/>	<input type="checkbox"/>		
Understanding the World, including the following:				
<ul style="list-style-type: none"> People, culture and communities 	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> The natural world 	<input type="checkbox"/>	<input type="checkbox"/>		

Early Learning Goal	Em	M	Strengths	Weaknesses
Communication and Language, including the following:				
• Past and present	<input type="checkbox"/>	<input type="checkbox"/>		

Early Learning Goal	Em	M	Strengths	Weaknesses
Expressive Arts and Design, including the following:				
• Creating with materials	<input type="checkbox"/>	<input type="checkbox"/>		
• Being imaginative and expressive	<input type="checkbox"/>	<input type="checkbox"/>		

Section C – Developmental Delays

Possible developmental delays

[If there are any concerns in relation to areas of weakness that could indicate the pupil may have a developmental delay and/or special educational needs and disabilities, discuss this here. If this is not applicable, either remove this section, or indicate that there are no concerns]

Section D – Next Steps

Next steps to address weaknesses

[Outline the activities and strategies you intend to adopt in order to address any weaknesses or concerns]

Targets

[Based on the information provided in the previous sections, and specific to the pupil, outline three targets for the pupil to work towards during the next academic year]

- 1.
- 2.
- 3.

KS1 annual progress report

Communication with parents is key, particularly when concerning their child's progress and attainment – schools also have a statutory requirement to create a report on each pupil by the end of the Summer term. This template allows teachers of pupils within KS1 to comment on an individual pupil's progress, outlining their attainment for each national curriculum subject, areas of strength and weakness, their personal, social and emotional development, and any important next steps.

In section B, teachers should put a cross in the relevant box for each learning area to indicate whether the pupil is **emerging (EM)**, achieving the **expected (EXP)** levels, or **exceeding (EXC)** the expected levels of development in line with the requirements of the national curriculum, then use the adjacent columns to explain the pupil's strengths and weaknesses for each subject.

Pupil name:		Class:		Attendance rate:	
Name of class teacher:				Date:	

Section A – general comments

General comments - teacher

[Outline general comments about the pupil's performance in the class and school throughout the academic year, and include references to achievements, behaviour, attitude, approach towards learning, etc.]

General comments - headteacher

[Outline general comments about the pupil's performance in the class and school throughout the academic year, and include references to achievements, behaviour, attitude, approach towards learning, etc.]

Section B – progress and attainment

Teacher assessment takes into account the results of statutory national curriculum tests in English reading and mathematics – the national curriculum levels of attainment have been arrived at in accordance with statutory arrangements..

[Where necessary, include a statement explaining why any national curriculum test has not been taken]

National curriculum area	EM	EXP	EXC	Strengths	Improvements
Mathematics					
Including: <ul style="list-style-type: none"> • Number and place value • Addition and subtraction • Multiplication and division • Fractions • Measurement • Properties of shapes • Position and direction • [Year 2 only] Statistics 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

National curriculum area	EM	EXP	EXC	Strengths	Improvements
Outcomes of TA:					
English reading					
Including: <ul style="list-style-type: none"> • Word reading • Comprehension • Transcription 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Outcomes of TA:					
English writing					

National curriculum area	EM	EXP	EXC	Strengths	Improvements
Including: <ul style="list-style-type: none"> • Composition • Handwriting • Vocabulary, grammar and punctuation • Spelling 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Outcomes of TA					
Science					
Including: <ul style="list-style-type: none"> • Working scientifically • Animals, including humans • [Year 2 only] Living things and their habitats • Plants • Everyday materials • Seasonal changes 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Outcomes of TA:					

National curriculum area	EM	EXP	EXC	Strengths	Improvements
Art and design					
Including: <ul style="list-style-type: none"> [Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Geography					
Including: <ul style="list-style-type: none"> [Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
History					

National curriculum area	EM	EXP	EXC	Strengths	Improvements
Including: <ul style="list-style-type: none"> [Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Computing					
Including: <ul style="list-style-type: none"> [Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D&T					
Including: <ul style="list-style-type: none"> [Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
MFL					

National curriculum area	EM	EXP	EXC	Strengths	Improvements
Including: <ul style="list-style-type: none"> [Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Music					
Including: <ul style="list-style-type: none"> [Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PE					
Including: <ul style="list-style-type: none"> [Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Citizenship					

National curriculum area	EM	EXP	EXC	Strengths	Improvements
Including: <ul style="list-style-type: none"> <li data-bbox="85 320 465 507">[Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Section C - personal, social and emotional development

Personal, social and emotional development

[The pupil's teacher should outline their comments on the pupil's personal, social and emotional development.]

Section D – learning needs

Possible learning needs identified

[If there are any concerns in relation to areas of weakness that could indicate the pupil may have a specific learning need and/or SEND, discuss this here. If this is not applicable, either remove this section, or indicate that there are no concerns.]

Section E – next steps

Next steps to address weaknesses

[Outline the activities and strategies you intend to adopt in order to address any weaknesses or concerns.]

Section F – comparative report

[Schools are required to include the information below; however, may choose to include data from more subjects if they wish]

Targets

[Based on the information provided in the previous sections, outline three targets for the pupil to work towards during the next academic year.]

- 1.
- 2.
- 3.

To organise a meeting with any of your child's teachers, please contact the [school office](#) on [email address](#) and state which teachers you would like to meet with and provide a brief description on the matters which you would like to address. The [school office](#) will contact you to schedule a meeting.

KS2 annual progress report

Communication with parents is key, particularly when concerning their child's progress and attainment – schools also have a statutory requirement to create a report on each pupil by the end of the Summer term. This template allows teachers of pupils within KS2 to comment on an individual pupil's progress, outlining their attainment for each national curriculum subject, areas of strength and weakness, their personal, social and emotional development, and any important next steps.

In section B, teachers should put a cross in the relevant box for each learning area to indicate whether the pupil is **emerging (EM)**, achieving the **expected (EXP)** levels, or **exceeding (EXC) the expected levels of development** in line with the requirements of the national curriculum, then use the adjacent columns to explain the pupil's strengths and weaknesses for each subject.

Pupil name:		Class:		Attendance rate:	
Name of class teacher:				Date:	

Section A – general comments

General comments - teacher

[Outline general comments about the pupil's performance in the class and school throughout the academic year, and include references to behaviour, attitude, approach towards learning, etc.]

General comments - headteacher

[Outline general comments about the pupil's performance in the class and school throughout the academic year, and include references to behaviour, attitude, approach towards learning, etc.]

Section B – progress and attainment

Teacher assessment (TA) outcomes take into account the results of statutory national curriculum tests in English reading and mathematics – the national curriculum levels of attainment have been arrived at in accordance with statutory arrangements.

[Where appropriate, include a statement explaining why any national curriculum tests have not been taken]

National curriculum area	EM	EXP	EXC	Strengths	Improvements
Mathematics					
Including: <ul style="list-style-type: none"> • Number and place value • Addition and subtraction • Multiplication and division • Fractions • Measurement • Shapes • [Year 6 only] Ratio and proportion • [Year 6 only] Algebra 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

National curriculum area	EM	EXP	EXC	Strengths	Improvements
<ul style="list-style-type: none"> [Years 4, 5 and 6 only] Position and direction Statistics 					
English writing					
Including: <ul style="list-style-type: none"> Composition Handwriting Vocabulary, grammar and punctuation Spelling 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Outcomes of TA:					
English reading					
Including: <ul style="list-style-type: none"> Word reading Comprehension Transcription 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Science					
Including: <ul style="list-style-type: none"> Working scientifically 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

National curriculum area	EM	EXP	EXC	Strengths	Improvements
<ul style="list-style-type: none"> • Animals, including humans • [Years 4, 5 and 6 only] Living things and their habitats • [Year 3 only] Plants • [Year 5 only] Properties and changes of materials • [Year 5 only] Earth and space • [Year 4 only] States of matter • [Year 4 only] Sound • [Years 4 and 6 only] Electricity • [Year 3 only] Rocks • [Years 3 and 6 only] Light • [Years 3 and 5 only] Forces and magnets • [Year 6 only] Evolution and inheritance 					
Outcomes of TA:					
Art and design					

National curriculum area	EM	EXP	EXC	Strengths	Improvements
Including: <ul style="list-style-type: none"> [Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Geography					
Including: <ul style="list-style-type: none"> [Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
History					
Including: <ul style="list-style-type: none"> [Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Computing					
Including: <ul style="list-style-type: none"> [Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

National curriculum area	EM	EXP	EXC	Strengths	Improvements
D&T					
Including: <ul style="list-style-type: none"> [Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
MFL					
Including: <ul style="list-style-type: none"> [Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Music					
Including: <ul style="list-style-type: none"> [Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PE					

National curriculum area	EM	EXP	EXC	Strengths	Improvements
Including: <ul style="list-style-type: none"> <li data-bbox="85 320 474 507">[Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Citizenship					
Including: <ul style="list-style-type: none"> <li data-bbox="85 671 474 858">[Outline here the topics taught during the current academic year in line with the national curriculum] 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Section C - personal, social and emotional development

Personal, social and emotional development

[The pupil's teacher should outline their comments on the pupil's personal, social and emotional development]

Section D – learning needs

Possible learning needs identified

[If there are any concerns in relation to areas of weakness that could indicate the pupil may have a specific learning need and/or special educational needs and disabilities, discuss this here. If this is not applicable, either remove this section, or indicate that there are no concerns]

Section E – next steps

Next steps to address weaknesses

[Outline the activities and strategies you intend to adopt in order to address any weaknesses or concerns]

Targets

[Based on the information provided in the previous sections, outline three targets for the pupil to work towards during the next academic year]

- 1.**
- 2.**
- 3.**