



FLANDERWELL PRIMARY SCHOOL SUMMATIVE ASSESSMENT CALENDAR AND OVERVIEW 2023-24

	Baseline	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
STATUTORY EYFS	Weeks 1-6 (NFER-Reception baseline assessment)	Weeks 1-6 (Foundation 1 and Reception baseline assessment)	Teacher assessment 5 th -9 th Dec		Teacher assessment 20 th -24 th Mar		Reception complete the EYFSP for 30 th June. Teacher assessment across each area 3 rd -7 th July
STATUTORY SATs		Year 6 9 th – 20 th Oct Practice Baseline test – 2018 test	Year 6 11 th – 21 st Dec Practice test – 2019 test	Year 6 29 th Jan – 9 th Feb Practice test – 2022 test	Year 6 11 th – 22 nd Mar Practice test – 2023 test	Year 6 13 th – 16 th May 2024	
STATUTORY Multiplication Check	Year 3/4 Weeks 2-3 Multiplication check baseline	Years 3/4 multiplication assessment (16 th -20 th Oct)	Years 3/4 multiplication assessment (11 th – 15 th Dec)	Years 3/4 multiplication assessment (5 th – 9 th Feb)	Years 3/4 multiplication assessment (18 th – 22 nd Mar)	Year 4 3 rd June for 2 weeks	
STATUTORY Phonics Screening Check			7 th – 14 th December Practice test		14 th – 21 st March Practice test		10 th – 14 th June Phonic Screen Check Week
RWInc Phonic Assessments		10 th – 17 th October	7 th – 14 th December	18 th – 25 th January	14 th – 21 st March	9 th – 16 th May	5 th – 12 th July
Reading NTS			Years 1 -5 20 th Nov- 1 st Dec		Years 1 -5 6 th – 17 th Mar		Years 1 -5 19 th -30 th June
Grammar and Spelling NTS			*only children off the RWInc Programme in Y1		*only children off the RWInc Programme in Y1		*only children off the RWInc Programme in Y1
Maths NTS			Years 1-5 20 th Nov- 1 st Dec		Years 1-5 6 th – 17 th Mar		Years 1-5 19 th -30 th June
Reading TA judgement			All children 5 th -9 th Dec		All children 20 th -24 th Mar		All children 3 rd -7 th Jul
Maths TA judgement			All children 5 th -9 th Dec		All children 20 th -24 th Mar		All children 3 rd -7 th Jul



Writing TA judgement			All children 5 th -9 th Dec		All children 20 th -24 th Mar		All children 3 rd -7 th Jul
Book Band recorded			All children beyond phonics 5 th -9 th Dec		All children beyond phonics 20 th -24 th Mar		All children beyond phonics 3 rd -7 th Jul
Moderation			TBA with DSAT		TBA with DSAT		TBA with DSAT
SEND reviews and IEPs updated	Baseline meetings with SENCO (5 th -16th Sept)	Review IEPs: 16 th – 20 th Oct New IEPs: 31 st Oct – 3 rd Nov		Review IEPs: 29 th Jan – 2 nd Feb New IEPs: 5 th – 9 th Feb			Review IEPs: 10 th – 15 th June New IEPs: 17 th – 21 st June



Teacher Summative Assessments: <i>Reading, Writing and Maths</i>	<p>Teachers use a range of evidence (<i>including but not exclusively the NTS standardised score and performance indicator</i>) to support their teacher judgement. to make a professional judgement on the child's attainment against the curriculum taught to date. They make a point in time assessment: is the child at the appropriate point in their learning for this point in the year?</p> <ul style="list-style-type: none"> These are recorded on EAZMag as WTS, EXS and GDS If a child is working outside of their year group Programme of Study (POS) this is recorded with the year group number as follows: 4WTS, 4EXS etc
Statutory tests: Y6 SATs and Y4 Multiplication test	<p>The Scaled Scores from SATs in Year 6 are used to support teachers in making an end of year teacher judgement in July. This is entered into EAZMag Multiplication Check is entered onto EAZMag (Summative Assessments -Tests-MTC).</p>
NTS tests: <i>Reading and Maths</i>	<ul style="list-style-type: none"> These are inputted into NTS Mark software and a standardised score (See below) and performance indicator are produced. These standardised scores are then inputted into EAZMag. <p>What happens if a child is working below the POS for their year group?</p> <ul style="list-style-type: none"> A child identified as working below the year group POS sits the NTS test most appropriate to their attainment standard. Where possible the NTS paper for that term should be used. If a teacher does not feel this is appropriate they speak to their team leader or the Head of School. When the standardised score is recorded the year group appropriate to the paper taken is identified.
Phonics	<ul style="list-style-type: none"> Children are regularly assessed using RWInc assessments and is inputted onto the portal. The diagnostic assessment is used to complete this assessment. Children in Y1 and Y2 children who did not pass the phonic screen will also take part in Phonics Screening checks throughout the year. The screening test scores are recorded separately (Coordinated and tracked by H Wain)
Book Bands	<ul style="list-style-type: none"> Once children have completed the RWI programme and have reached the standard expected in the screening they transfer to book bands. These are then recorded on EAZMag.
Targets	<ul style="list-style-type: none"> These are set at the beginning of the year on EAZMag. They are based on end of previous year assessments and/or end of KS1 data. They are reviewed at each assessment point.
SEND	<ul style="list-style-type: none"> Support plans are created for each pupil with an EHCP or on SEN support The targets on the support plans are reviewed 3 times a year

NTS Standardised Scores

NTS Standardised score can be used as evidence to support staff in making their summative judgements.
Standardised scores for NTS range from 70-130

Grade	Thresholds for Standardised score
WTS	70- 93
EXS	94-114
GDS	Greater than 114

PROGRESS

We use data to evaluate progress during the year so that we can work together to identify next steps in learning. Progress can be spiky across the year and the data collected is used as an indicator of how well a child is moving forward in their learning, providing early warning systems to ensure no child falls behind.

Progress is also considered against entry into the key stages.



What is expected progress between each term and across the year?

Progress can be measured in a number of ways.

1. Using the teacher's summative judgment

FALLING BEHIND	EXPECTED PROGRESS	MORE THAN EXPECTED PROGRESS
<i>No longer working within the POS and struggling with year group objectives</i>	WTS to WTS	WTS to EXS
EXS to WTS	EXS to EXS	EXS to GDS
GDS to EXS or GDS to WTS	GDS to GDS	

2. Drilling down further: using NTS Standardised Scores

- An increase in Standardised Scores: expected progress across a term would mean a child achieves a similar SS, so 100 in Autumn, 100 in Spring etc A child would be judged as making more than expected progress if they achieved a high standardised score (+5: would align to a similar accelerated increase in NTS scores and allow for small variances?)
- Below Expected gains would be shown in a similar way -5 on standardised score (Falling behind)

FALLING BEHIND or AT RISK OF FALLING BEHIND	EXPECTED PROGRESS	MORE THAN EXPECTED PROGRESS
1. <i>At risk: Performance indicator and teacher judgement remains the same but there is a decrease of -5 or more in the NTS Standardised score between terms and -10 over the year.</i> 2. <i>Falling behind: Performance indicator and teacher judgement decreases eg EXS to WTS</i>	NTS performance indicator and teacher judgment remains the same (WTS to WTS, EXS to EXS or GDS to GDS) with a comparable standardised score from NTS test outcome Eg 100 on entry, 100 in Autumn, Spring and summer.	1. <i>Performance indicator and teacher judgement remains the same but there is an increase of +5 or more in the NTS Standardised score between terms and 10 over the year.</i> 2. <i>Performance indicator and teacher judgement increased eg EXS to GDS</i>

3. Drilling Down Further: Using the NTS Scale

What is the NTS Scale?

- When a child sits an NTS test they are given an NTS scale based on their standardised score. These can be used to show small step or accelerated progress where required. They can be used to identify children who may be at risk of falling behind. The NTS scale begins at 0.0 and ends at 6.3.

NTS Scales: ranges for each year group and term

		Autumn 1	Autumn 2	Autumn 3	Autumn 4	Autumn 5	Autumn 6
WTS	Below 94	Below 0.9	Below 1.6	Below 2.7	Below 2.9	Below 3.6	Below 4.3
EXS	94-114	0.9-1.5	1.6-2.2	2.2-2.8	2.9-3.5	3.6-4.2	4.3-4.9
	Average 100	1.1	1.8	2.4	3.1	3.8	4.5
GDS	Greater than 114	1.5+	2.2+	2.8+	3.5+	4.2+	4.9+

		Spring 1	Spring 2	Spring 3	Spring 4	Spring 5	Spring 6
WTS	Below 94	Below 1.1	Below 1.8	Below 2.5	Below 3.1	Below 3.8	Below 4.5
EXS	94-114	1.1-1.7	1.8-2.4	2.5-3.1	3.1-3.7	3.8-4.4	4.5-5.1



	Average 100	1.3	2	2.7	3.3	4	4.7
GDS	Greater than 114	1.7+	2.4+	3.1+	3.7+	4.4+	5.1+

		Summer 1	Summer 2	Summer 3	Summer 4	Summer 5	Summer 6
WTS	Below 94	Below 1.3	Below 2	Below 2.7	Below 3.4	Below 4	Below 4.9
EXS	94-114	1.3-1.9	2-2.6	2.7-3.3	3.4-4	4-4.6	4.9-5.5
	Average 100	1.5	2.2	2.9	3.6	4.2	5.1
GDS	Greater than 114	1.9+	2.6+	3.3+	4+	4.6+	5.5+
Total increase expected			1.9 to 2.6 = +0.7	2.2 to 2.9 = +0.7	2.9 to 3.6 = +0.7	3.6 to 4.2 = +0.6	4.2 to 5.1 = +0.9

EYFS Teacher Summative Assessments	<p>Teachers use a range of evidence to support their teacher judgement on the child's attainment against the EYFS curriculum taught to date. They make a point in time assessment against the development matters statements.</p> <ul style="list-style-type: none"> These are recorded on EAZMag as working towards and expected. A baseline assessment is carried out in the first half term to assess if the child is ready to access the learning in Foundation 1 and Foundation 2 Every child is assessed at the stage of development using a best fit judgement of the development matters statements.
Statutory assessment	Teachers assess the children's attainment against the 17 early learning goals and complete the EYFS profile.