Pirton Hill Primary School
Assessment Policy (Autumn 2025)

Originated by: SLT
Ratified by Governors: July 2019
Updated: Autumn 2025
Review date: Autumn 2027

1. Overarching Values

Expect:
*We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.*

Believe:
*We all **believe** in ourselves, and each other, and know that everyone has something special to contribute.*

Achieve:
*We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.*

Enjoy:
*We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.*

2. Rationale

2.1 At Pirton Hill Primary School we believe that the main purpose of assessment is to improve pupils' learning and teachers' teaching as both respond to the information it provides.

2.2 Assessment must be efficient, manageable and continuous.

2.3 A key aim is to use assessment to inform planning and teaching, so that all pupils make at least expected progress, as demonstrated by the assessment cycle:
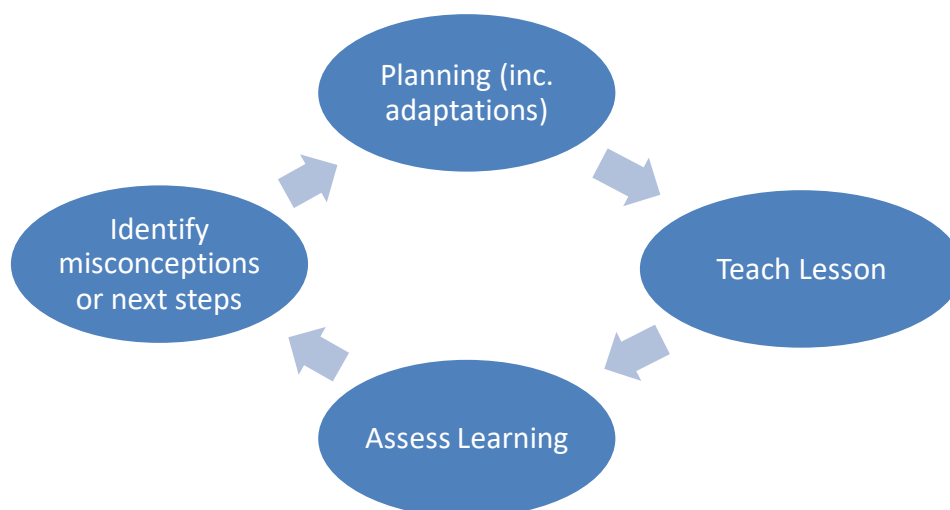
3. Aims

We assess so that:

- Teachers can accurately identify what pupils know (*including which children need more help or further extension, to inform planning, resources and deployment of staff*), whether they have learned what was planned, and whether each individual child is making expected progress (and against national expectations).
- Pupils know what they have done well, their targets and how to improve (*next steps*).
- Parents know how their child is progressing, if there are any major problems / concerns and what more they can do to support their child's progress.
- The school leadership (*including governors*) know whether the pupils, groups of pupils and whole cohorts are making good progress (*compared to similar schools and the national average*) and which aspects of the curriculum/teaching need to be celebrated or strengthened.

4. Types of Assessment

There are four main types of assessment used at Pirton Hill Primary School:

Formative Assessment

Formative assessment is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. This is assessment <u>for</u> learning. This is used by our teachers on a day-to-day basis and to tailor teaching accordingly.

(Please refer to section 5 of this policy and the Teaching and Learning Policy)

Summative assessment

The purpose of summative assessment is to assess the pupil's overall achievement and to summarise where learners are at a given time or at the end of a teaching period. This provides a snapshot of what has been "learned". This is assessment <u>of</u> learning.

(Please refer to section 6 of this policy)

Nationally Standardised Summative Assessment

This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

(Please refer to section 7 of this policy)

Diagnostic Assessment

The purpose of diagnostic assessment is "to find out what attitudes, skills and knowledge are not properly learned or acquired and therefore preventing pupils making the expected progress".

(Please refer to the Section 8 of this policy and the SEN Local Offer – available on the school website)

5. Formative Assessment

5.1 The majority of our assessment is formative, on-going assessment, that involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on. It also provides information for the teacher objectives that individuals, groups or whole classes may need additional support on. This type of feedback underpins our Feedback Framework.

5.2 At Pirton Hill, we recognise that this element of assessment is perhaps the most crucial in enabling progress to take place. Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich questioning to evaluate understanding and identify gaps or misconceptions (including Multiple-Choice Questions [MCQs] and MCQ response fans)
- Use of whiteboards to get instant feedback of understanding
- Mini-plenaries to determine understanding at regular intervals
- Short re-cap quizzes or recall of facts (low stakes opportunities to retrieve learning, both at the point of learning and after the learning)
- Observational assessment
- 1:1 or group discussions with pupils

6. Summative Assessment (see Appendix 1)

6.1 With the exception of phonics (*see section 6.6 below*), the school has three main summative assessment points – one at the end of each term - where pupils' attainment is judged. These decisions are based upon bodies of the pupils' work but also summative assessments such as tests. We recognise that, whilst useful, summative tests only provide a snapshot of performance at any given time; therefore, it is only used to support teacher judgment. This is supported through moderation, the Pupil Progress Meeting and Strategic Reporting processes.

6.2 Whole-school assessments take place to ensure consistency of assessment across the school. Moderation of work is completed within and across year groups to help ensure that our assessment decisions are accurate.

6.3 In Early Years, a baseline assessment (*using the Pirton Hill Early Years Milestones – linked to the Early Learning Goals – see Appendix 5*) is carried out during the first two weeks a pupil joins nursery or reception. From that point onwards pupil's progress and attainment is tracked against the Pirton Hill Early Years Milestones (*which are based on the EYFS curriculum and Outcomes objectives*), in line with the whole school timeline.
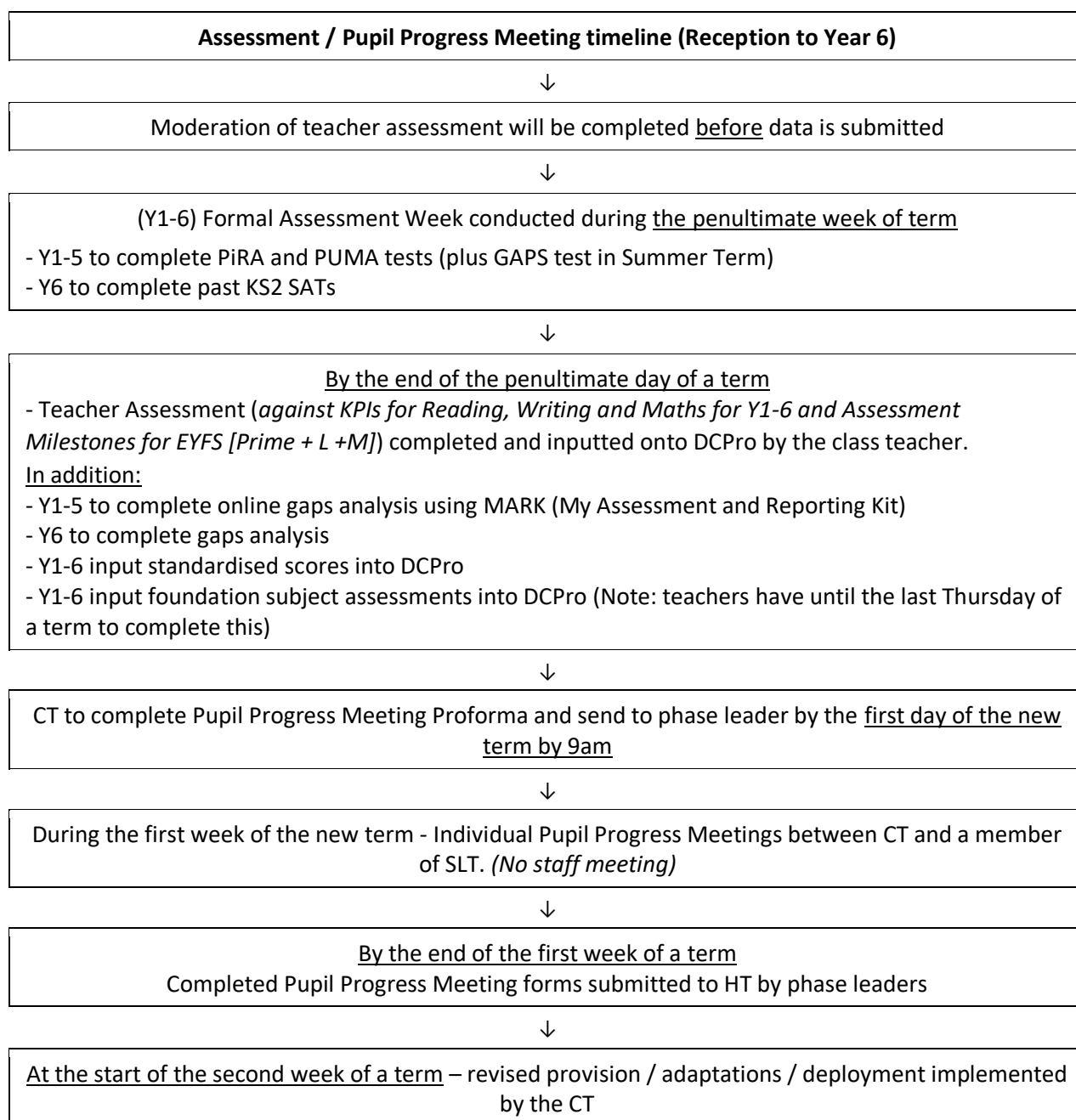
6.4 In Years 1 – 6, teacher assessment judgements are made by:

- using an adapted version of the NAHT Key Performance Indicators (KPIs) for as our assessment criteria for Reading, Writing and Mathematics. This is supplemented by the EYFS Outcomes, Key Stage 1 Expectations and Key Stage 2 Expectations. (See Appendix 1)
- for phonics, we use the assessment scheme provided with Essential Letters and Sounds
- for foundation subjects, we use school-devised Key Performance Indicators (KPIs) for each "badge" – which are outlined on the curriculum intent documents and are based on the National Curriculum.

Refer to sections 6.7 and 6.8 for adaptations for children with significant barriers.

6.5 The Assessment / Pupil Progress Meeting timeline (Nursery to Year 6)

All staff to be aware that the dates for the Summer Term are all one week before stated.

Assessment / Pupil Progress Meeting timeline (Reception to Year 6)

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Moderation of teacher assessment will be completed <u>before</u> data is submitted

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(Y1-6) Formal Assessment Week conducted during <u>the penultimate week of term</u> - Y1-5 to complete PiRA and PUMA tests (plus GAPS test in Summer Term) - Y6 to complete past KS2 SATs

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By the end of the penultimate day of a term - Teacher Assessment (*against KPIs for Reading, Writing and Maths for Y1-6 and Assessment Milestones for EYFS [Prime + L +M]*) completed and inputted onto DCPro by the class teacher. <u>In addition:</u> - Y1-5 to complete online gaps analysis using MARK (My Assessment and Reporting Kit) - Y6 to complete gaps analysis - Y1-6 input standardised scores into DCPro - Y1-6 input foundation subject assessments into DCPro (Note: teachers have until the last Thursday of a term to complete this)

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CT to complete Pupil Progress Meeting Proforma and send to phase leader by the <u>first day of the new term by 9am</u>

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During the first week of the new term - Individual Pupil Progress Meetings between CT and a member of SLT. *(No staff meeting)*

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By the end of the first week of a term Completed Pupil Progress Meeting forms submitted to HT by phase leaders

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<u>At the start of the second week of a term</u> – revised provision / adaptations / deployment implemented by the CT

6.6 Phonics (Essential Letters and Sounds Programme)

6.6.1 In line with the Essential Letters and Sounds (ELS) programme, children are assessed in week 5 of every half term through the Phonics Tracker Portal. The children are assessed on the current half terms learning and also any gaps from previous half terms learning (identified through previous assessments on the Phonics Tracker Portal). The half-termly, online assessments are split into three parts: - GPC assessment, blending (words) and blending (pseudo words).

6.6.2 The Phonics Tracker Portal assessment outcomes are used to identify which children are working at the expected level and which children require further intervention. This is also used to ensure that reading books are correctly match to the child's reading ability. This assessment is based on the Pirton Hill Phonics Tracking Document (see appendix 6).

6.7 Assessing Pupils working pre-National Curriculum (Key Stage 1 and 2)

6.7.1 In Year 1, pupils who are not yet accessing the Year 1 curriculum will continue to be assessed against the Pirton Hill Early Years Milestones on DCPRO (see Appendix 5).

6.7.2 For Year 2 upwards, pupils who are not yet accessing the national curriculum will be assessed against the Rochford Assessment Grid using the pre-National Curriculum tracking Excel grid (see the SEN policy). For some children working significantly below, the NCETM progression grids will be used to support maths assessment and progression

6.8 Assessing Pupils with Early English Language Acquisition

All pupils with English as an Additional Language (EAL) are entitled to assessment against the EYFS profile or the Pirton Hill Assessment Framework. However, it is recognised that children who are new to English require tracking as they become fluent – which we expect to take approximately 1 year – before they are able to access the National Curriculum.

Whilst children develop their fluency in English, progress in the acquisition of English is assessed by the class teacher (at the same assessment points as the rest of the class) against the DfE Proficiency in English Scale supported by the Bell Foundation EAL Assessment Framework (see Appendix 8).

A child needs to meet all of the criteria for a specific level (e.g. A.2) to be assessed at this level and should make measureable progress between assessment points.

If a pupil is working on Early English Acquisition Scale (Points A.1 to C.3) for Reading and/or Writing the class teacher must enter the relevant code (for example B.2) on to DC Pro. The assessment grid (see Appendix 7) should be used to show attainment / progress. Maths attainment must be recorded against the Pirton Hill Assessment Framework (e.g. 1.1 to 6.6+) and not on the Early English Acquisition Scale.

Once a pupil is assessed at C.3, they will begin to fully access the National Curriculum and should be assessed using the Pirton Hill Assessment Framework (e.g. 1.1 to 6.6+), which must be recorded on DCPro, alongside the simplified Early English Language Acquisition codes (D & E), which teachers keep for their own record. *A child, who has achieved Code C, although functioning well in most social and classroom interactions, still needs support to develop grammatical and appropriate language choices in academic language in order to access the curriculum fully.*

Where it is felt that factors other than EAL are impacting on learners' progress, further assessment and investigation will be undertaken in order to best support their progress.

6.9 Addition Summative Assessments

6.6.1 Handwriting (Year 1 and Year 3)

In addition to on-going formative assessment for handwriting, the school has two formal, summative assessment points – end of Autumn in Year 1 and Spring / Summer of Year 3. These are both based on the statutory requirements and are used in order to identify gaps in learning and development. For children to do not pass, they will take part in additional interventions. Parents / carers are also informed of the outcome to be able to support further at home.

(Refer to the Handwriting Policy)

6.9.2 Star Reader Test (Key Stage 2 Only)

In Key Stage 2, pupils complete a termly Star Reader Test as part of Accelerated Reader. This provides a standardised reading score and age, which is used by the Accelerated Reader software to determine the book 'level individual children should be reading at (within their zone of proximal development). This ensures that reading books are correctly match to the child's reading ability. Whilst all children are expected to attempt these, for children who have not secured phonic knowledge, their books will still be aligned to phonic ability (*refer to 6.6*)

6.9.3 TT Rockstars (Year 3 and Year 4)

Pupils in Year 3 and Year 4 complete regular 'soundchecks' within TT Rockstars. This provides summative data on accuracy and speed of multipkication fact knowledge, as well as providing a 'heat map' of strengths / areas for development. This is used to adapt teaching and additional support.

6.10 Mid-Term Pupil Progress Meetings
Mid-Term Pupil Progress Meeting focus on the adaptations / provisions highlighted at the previous PPM for individual children and look for evidence of adaptions / provision / impact in children's learning evidence. This discussion is recorded in the review column of the PPM record.

7. Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally. Sensitive consideration is given to the appropriateness of testing children at the earliest stages of English acquisition or with SEND (who are working pre-Key Stage).

7.1 EYFS

At the end of the nursery year, pupils are assessed against the Pirton Hill EYFS Assessment Milestones (Prime & Specific Areas) – see Appendix 5.

At the end of the reception year, pupils are assessed against the 17 Early Learning Goals. The teacher makes a judgement as to whether a pupil is 'emerging' or 'expected' against each Early Learning Goal.

This data is inputted onto DCPro

7.2 Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they have learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and pseudo words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test in the subsequent year's phonic screening check week.

<u>7.3 End of Key Stage 1 tests (optional)</u>

Whilst, Year 2 SATs are optional, the school continues to administer them to provide an additional, end-of-key-stage performance benchmark. This is reviewed annually.

All eligible pupils sit the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of Key Stage 1, pupils are given a scaled score and a 'performance descriptor' against the expected standard.

<u>Multiplication tables check</u>

All eligible pupils in Year 4 take an on-screen check to assess whether pupils are able to fluently recall their multiplication tables up to 12, through a set of timed questions.

<u>End of Key Stage 2 tests</u>

All eligible pupils sit the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of Key Stage 2, pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

8. Diagnostic Assessment

8.1 Diagnostic assessments are used in a targeted was to identify individual pupils' specific strengths and gaps in learning so that teaching can be precisely targeted to their needs. This helps us provide timely support and ensure identified children make the best possible progress.

8.2 Given that diagnostic assessments are designed to address specific learning needs or gaps, the inclusion of an extensive list of potential assessments within this policy would not be appropriate or constructive. However, an example of three diagnostic assessments that are commonly used at Pirton Hill are:

- Language Screen – used to diagnose communication and language gaps / needs in Reception
- Oral Reading Tests - used to diagnose reading fluency gaps / needs in Key Stage 2
- Boxall profiling - used to identify social, emotional, and behavioural gaps needs

9. Tracking Performance (see Appendix 2)

9.1 Core subjects (Reading, Writing and Maths) – *see section 6*
By the penultimate day of every term, pupils' stages and sub-stages are uploaded to the school tracking system (DCPro).

Following the completion of data analysis, each class teacher has a pupil progress meeting with a member of SLT. The data is discussed in detail and an appropriate plan created for individual pupils / groups / the class. These actions are reviewed at the end of the half-term and further actions agreed (if required).

Teachers use termly summative assessment (PUMA/PiRA) to support their judgement, gauging levels of understanding and noting any gaps in learning. Teachers complete an online gap analysis using MARK (My Assessment and Reporting Kit) and use the information to inform their planning. The Standardised Scores generated from the MARK system is inputted onto DCPro by the class teacher for all eligible pupils.

9.2 Foundation subjects
By the penultimate day of every term, a single teacher assessment judgement for each unit (badge) (WTS = Working Towards, EXS = Expected, GDS + Greater Depth) is inputted onto the school tracking system using DCPro based on informed teacher judgment.

This single teacher assessment is a best-fit judgement, using the 'key performance indicators' for each unit (badge).

10. Recording Attainment (see Appendix 2)

10.1 At PHPS, we use a decimal notation to indicate pupils' levels. Each level is indicated by a stage and a sub-stage. The number that precedes the decimal point indicates which year group (stage) the pupil is currently working at. For example, a level of 1.1 would indicate that the pupil is currently working at the Year 1 curriculum, whereas a level of 2.1 would indicate that the pupil is currently working at the Year 2 curriculum.

10.2 In EYFS, pupils' levels are indicated by a sub-stage against the Pirton Hill Early Years Milestones (*which are based on the EYFS Early Learning Goals*) – see Appendix 5.

11. Expectations and Target Setting

11.1 As a school we have set a target attainment level, and an expected rate of progress, for each year group:

Attainment:
For a child in Nursery to be working at age related expectation (ARE), they would need to reach 0.3 at the end of the year.

For a child in Reception, Key Stage 1 or Key Stage 2 to be working at age related expectation (ARE), they would need to reach x.6 at the end of the year.

At the beginning of the academic year, an end-of-year attainment (Reading, Writing and Maths) target for each pupil is agreed with a member of the SLT. This is based on previous assessment and the Target Setting Principles (see Appendix 3). The pupils' individual targets are shared with teachers and regularly monitored during pupil progress meetings.

Progress (Nursery and Reception):
The expectation is that an average child will make 3 steps progress in total during a single academic year.

Progress (Key Stage 1 and Key Stage 2):
The expectation is that an average child will make 6 steps progress in total during a single academic year. For example, if a child is 3.6 at the end of Year 3 it would be expected that they were at 4.6 at the end of Year 4.

11.2 For all children working below their age related expectation, the expectation is that the child will make at least 4 steps (EYFS) / 7 steps (Key Stage 1 and 2) in the year to catch up / close the gap.

11.3 In line with the expectations of the National Curriculum (2014), high achieving children who have reached a very secure level at the age related expectation (ARE) – demarcated as x.6+ - are not accelerated beyond the age-appropriate curriculum but have opportunities to deepen their understanding and apply their learning in a range of contexts.

11.4 Some children have barriers to their learning (*e.g. SEN, EAL, high absence, lack of parental support*) – these will not be accepted as an excuse for underperformance. However, it is recognised that where barriers are significant, pupils may need to secure foundational skills (e.g. communication and language, handwriting, phonics) and learning behaviours before being able to make 'age-appropriate' progress.

11.5 As a result of the school's participation in the 'Raising Attainment of Disadvantaged Youngsters' Programme [RADY] (from Autumn 2025), the school is implementing 'uplift and equalise' targeting for disadvantaged pupils in identified year groups / core subjects.

This is an artificial process to raise the expectations of what disadvantaged children can achieve - so that, in time, disadvantaged pupils attain as highly as non-disadvantaged. This does not mean that children are attaining more highly, they are not really performing at that level, but raising expectations of what these children could achieve if it were not for being disadvantaged.

(Refer to Appendix 4 for methodology)

11.6 These are the same expectations used in the Teacher Appraisal target setting.

11.7 Individual Short-Term Targets:
11.7.1 Pupils receive individual writing targets following the completion of every Cold Task (see English Policy). The targets set by the teacher must be specific for that unit of work and easily accessible by the pupils. The pupils will focus on their targets for that unit of work. The target will be reviewed by the end of the Hot Task.

11.7.2 Pupils on the SEN register will be on the provision map where targets will be set. Some of these children may also have additional SMART targets (See SEN Policy).

12. Reporting

12.1 Reporting is a vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

<u>12.2 Reporting to Parents</u>
Progress made by individual pupils is reported to parents twice a year at Open Evenings and Parental Consultation Meetings. A mid-year report is shared with parents prior to the consultation in the Spring, with a full report issued in the Summer (*highlighting strengths and areas to improve across the curriculum*).

<u>12.3 Reporting to Governors</u>
School Leaders provide a strategic level summary of the current attainment, short term progress and the percentage of children working at the expected levels for governors. The discussion with governors focuses on cohorts where attainment / progress is less than expected, what the reason for this is and what further support / challenge is in place.

<u>12.4 Pupils</u>
Through our formative assessment strategies pupils get instant feedback on a daily basis. Our use of a range of feedback strategies (*see Feedback Frameworks*) informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher's feedback using purple pen.

12. New Joiners

If a pupil joins Pirton Hill from another school, the class teacher uses the data provided from their previous school (and any summative tests) to make a judgment for the pupil's baseline (reading, writing and Maths only).

If a pupil joins the school from another country, the class teacher will use their teacher assessment to make a judgment for the pupil's baseline (phonics, reading, writing and Maths only).

For all new joiners (in-year) into Reception and Year 1, and for any new pupils from another country, the class teacher is responsible for ensuring that a phonics assessment is undertaken and reported to the English Leader. *Refer to the Pirton Hill Phonics New Stater Pathway (Appendix 7).*

The pupil's baseline is entered onto DCPro by the phase leader.

Appendix 1: Detailed Overview of Summative Assessment

Reading
In line with our approach to teaching reading, the vast majority of assessment of reading comes through the guided reading sessions. As outlined in the English Policy, these sessions have a focus on a specific assessment national curriculum statement for reading and the planned activities throughout the weekly cycle give teachers the opportunity to collect and record evidence of attainment.

For example, word reading can be assessed during the guided reading session with the class teacher, whereas comprehension skills can be assessed through the follow up independent comprehension questions and book talk activities.

In addition, at the end of every term (for pupils in KS1 and KS2), we use a standardised tests (Progress in Reading Assessment (PiRA) for pupils in Years 1 – 5 and past government SATS paper for Year 6. These tests give a good indication of whether pupils are working below, at or exceeding end of year government expectations.

Summative decisions are made about pupils' achievement at the end of each term. These decisions are based upon bodies of the pupils' work. We recognise that, whilst useful, summative tests only provide a snapshot of performance at any given time; therefore, it is only used to support teacher judgment.

Teacher assessment judgements and test outcomes are inputted onto DCPro in line with the school assessment timetable.

Moderation of the Teacher Assessment judgements is the responsibility of the English Leaders, although will be supported by other leaders through pupil progress meetings.

Writing
In line with the revised English Curriculum, there is a minimum expectation that every child will complete a piece of independent writing every three weeks (referred to as the "hot task") in English. This, along with other independent writing (e.g. "cold task", short burst writing or writing across the curriculum) creates a body of work from which the teacher can make a summative judgement at the end of each term.

Teacher assessment judgements are inputted onto DCPro in line with the school assessment timetable.

Moderation of the Teacher Assessment judgements is the responsibility of the English Leaders, although will be supported by other leaders through pupil progress meetings.

Grammar, Punctuation and Spelling (GPS)
In line with our English Policy, grammar, punctuation and spelling are taught as an integral part of our Talk for Writing Approach (please refer to the English Policy) and are, therefore, assessed on a regular basis as part of children's writing.

However, to support teacher assessment, children in Key Stage 1 and 2 may also complete periodic formal assessments. These assessments will not give an indication of which "level" the children are working at but will provide evidence of independent application of knowledge / skills and will also identify gaps in knowledge (individual and class level) that need to be targeted the following term.

In addition, at the end of the Summer Term (for pupils in KS1 and KS2), we a standardised test (Progress in Grammar, Punctuation and Spelling (GAPS) for pupils in Years 1 – 5 and past government

SATS paper for Year 6. These tests give a good indication of whether pupils are working below, at or exceeding end of year government expectations.

Test results are inputted onto DCPro in line with the school assessment timetable.

<u>Maths</u>
In line with our approach to teaching maths using the White Rose Maths Schemes, the vast majority of assessment of maths will come through teacher's formative assessment and the work produced by the pupils during the sessions.

In addition, at the end of every term (for pupils in KS1 and KS2), use of standardised tests (Progress in Understanding Mathematics Assessment (PUMA) for pupils in Years 1 – 5 and past government SATS paper for Year 6. These tests give a good indication of whether pupils are working below, at or exceeding end of year government expectations.

Summative decisions are made about pupils' achievement at the end of each term. These decisions are based upon bodies of the pupils' work. We recognise that, whilst useful, summative tests only provide a snapshot of performance at any given time; therefore, it is only used to support teacher judgment.

Teacher assessment judgements and test outcomes are inputted onto DCPro in line with the school assessment timetable.

Moderation of the Teacher Assessment judgements is the responsibility of the Maths Leader, although will be supported by other leaders through pupil progress meetings.

Appendix 2: System for Recording Attainment and Tracking Progress

KPI Statements

The adapted version of the NAHT Outcomes Framework provides sets of Key Performance Indicators (KPI) statements broken down into individual years of study which have been termed as 'Stages'. There is coverage for:

- English Reading
- English Writing
- Maths

Basic Structure
Stage 0 (Early Years)
Stage 1 (Year 1)
Stage 2 (Year 2)
Stage 3 (Year 3)
Stage 4 (Year 4)
Stage 5 (Year 5)
Stage 6 (Year 6)

At Pirton Hill, we have created a further stage (Stage 0) to cover the Early Years Foundation Stage (Nursery and Reception)

Overall Assessment Outcomes – Terminology and Thresholds

Early Years Foundation Stage (Nursery and Reception):
The Pirton Hill Early Years Milestones provide a description of what age-related expectations look like at the end of each term. These are best-fit.

Terminology	ARE at
0.1	End of Autumn Term (Nursery)
0.2	End of Spring Term (Nursery)
0.3	End of Summer Term (Nursery) *This is the 'expected baseline level' on entry into Reception*
0.4	End of Autumn Term (Reception)
0.5	End of Spring Term (Reception)
0.6	End of Summer Term (Reception) *This is equates to meeting the Early Learning Goal*

Year 1 to Year 6 (Reading, Writing and Maths):
Pupils' overall scores move through 7 'sub-stages' for each stage of work. The sub-stages are termed x.1, x.2, x.3, x.4, x.5, x.6 and x.6+. (x.6 is the end of year expectation)

The pupil's overall score is calculated based on their coverage of the curriculum content within each year. Details of the thresholds for these scores can be seen in the example table below.

Terminology	Threshold %	ARE at
x.1	1-10%	Autumn 1
x.2	11-25%	Autumn 2
x.3	26-40%	Spring 1
x.4	41-60%	Spring 2
x.5	61-84%	Summer 1
x.6	85+%	Summer 2
x.6+	100%	Greater Depth

Coverage is determined by teacher assessment added to the rectangles in the Formative Classroom Entry on DCPro, for each subject, and the respective weightings for each.

<u>Weightings</u>

Teachers will use a traffic light system to reflect the pupils' level of understanding of each KPI statement.

Each colour carries a different meaning and each carries a different weighting which is used to calculate the overall assessment outcomes.

The terminology and weighting is shown below:

Colour	Terminology	Explanation	Weightings
	Target	This KPI statement has been covered, but the pupil has not yet grasped it.	0
	Almost	The pupil has grasped this KPI statement but needs some support.	0.5
	Secure	The pupil has grasped this KPI statement and can do it independently.	0.9
	Exceeding	The pupil has grasped this KPI statement and can apply it to different areas of the curriculum.	1

<u>The Calculation Explained</u>

To calculate the overall score, DCPRo checks the total number of statements within that year, checks how many statements are set at each of the assessment judgements (rectangle colours), and then uses the respective weightings to calculate the overall percentage coverage of the content within that year group.

Example:

For 'Maths' at Stage 1, the total number of KPI objectives is 12. A pupil has:
- *1 blue 'exceeding' rectangle judgement weighted 1,*
- *5 green 'secure' rectangle judgements each weighted 0.9*
- *2 yellow 'almost' rectangle judgements weighted 0.5*
- *2 grey 'target' rectangles, and the remaining 2 statements currently unassessed all counting as 0.*

The Calculation

(1 x 1) + (5 x 0.9) + (2 x 0.5) / 12 = 0.85 = 85% coverage

Based on the threshold percentages for Maths this pupil is a 1.6 for Maths.

Appendix 3: Target Setting Principles

Targets need to be based on children on roll in September.

<u>EYFS</u>
There is no national data for attainment on entry and no prescribed methods of assessing children when they start school. However, as a school we have devised the Pirton Hill Early Years Milestones to allow accurate tracking of progress.

<u>Attainment on entry to Nursery at age three:</u>
Most children are likely to be entering Nursery able to demonstrate the expected stage of development for the end of the birth to three coverage (Observation Checkpoint, Development Matters, July 2021). Some may be showing aspects of the three to four developmental stages. This may be referred to as working at age-related expectations.

Attainment on entry is likely to be below age-related expectations where a child has not demonstrated the expected stage of development in the observation checkpoint at the end of the birth to three coverage.

The Nursery baseline assessment is based on these principles and is completed for Personal, Social and Emotional Development (*combined*), Communication and Language (*combined*) Reading (*Word Reading and Comprehension combined*), Writing, Fine Motor Skills, Gross Motor Skills and Maths (*combined*)

<u>Attainment on entry to Reception at age four:</u>
At Pirton Hill we use the end of Nursery Pirton Hill Early Years Milestone (0.3 on DCPro) as the age-related expectation at the beginning of Reception. Attainment on entry is likely to be below age-related expectations where a child does not demonstrate competence in this milestone. The statutory early learning goals establish national expectations for most children to reach by the end of Reception Year.

When setting 'targets' for EYFS it is important to take account of how children learn and their potential development in relation to their starting points and capabilities.

Expected Level (Single Area):
- o   All of the children who were working at the age-related sub-stage (0.3) on entry to be at least at the expected sub-stage (0.6) at the end of the year.
- o   All children who were working one sub-stage below the age-related level on entry (0.2) to be at least at the expected sub-stage (0.6) at the end of the year.

Good Level of Development:
- o   All of the children who were working at the age-related sub-stage (0.3) on entry (in all areas of GLD) to achieve a Good Level of Development at the end of EYFS;
- o   All children who were working mainly at the age-related sub-stage (0.3) on entry (in all areas of GLD) to achieve a Good Level of Development at the end of EYFS.

Year 1
Reading, Writing and Maths (Individual Subjects)
Expected Level:
- o All of the children who were at the expected level at the end of EYFS to be at least at the expected level (1.6) at end of Year 1.
- This will give us an individual subject target percentage for Reading, Writing and Maths.

Reading, Writing and Maths (Combined)
- Using the individual subject target percentages for Reading, Writing and Maths – we can then see which children will be at least expected across all three areas combined.

Phonics
- We need to target the following children to achieve the expected standard in phonics by the end of Year 1:
  - o Any child who is working at the expected level at the end of Reception (Reception Sum2 "secure" or "on track", based on the Pirton Hill Phonics Tracking Document – see Appendix 5). These are children who know:
    - ▪ All single letter Phase 2 sounds (19)
    - ▪ Phase 3 single letters (6)
    - ▪ PLUS 10 DIAGRAPHS out of 27 (Ph2 + Ph3)
  - o Any child who is working half a term behind the expected level at the end of Reception (Reception Sum1 "on track", based on the Pirton Hill Phonics Tracking Document – see Appendix 5). These are children who know:
    - ▪ 18 Phase 2 single sounds
    - ▪ 5 Phase 3 single sounds
    - ▪ PLUS 6 diagraphs (Ph2 + Ph3)
    - ▪ And can read words including these sounds

Year 2
Reading, Writing and Maths (Individual Subjects)
Expected Level:
- o All of the children who were at the expected level at the end of EYFS to be at least at the expected level at end of Year 2.
- o All of the children who were 1.6 or 1.6+ at the end of Year 1 to be at least at the expected level at end of Year 2.
- o Our accelerated progress target group is then to ensure that all of the children who were 1.5 at the end of Year 1 to be at least at the expected level at end of Year 2.
- o Our accelerated progress target group is then to ensure that 50% of the children who were 1.4 at the end of Year 1 to be at least at the expected level at end of Year 2.
Greater Depth:
- o All of the children who were at the exceeding level at the end of EYFS to be Greater Depth at end of Year 2.
- o All of the children who were at 1.6+ at the end of Year 1.
- This will give us an individual subject target percentage for Reading, Writing and Maths.

<u>Reading, Writing and Maths (Combined)</u>

- Using the individual subject target percentages for Reading, Writing and Maths – we can then see which children will be at least expected across all three areas combined.

<u>Phonics</u>

- Identify the children (and percentage of children) who met the standard in Year 1
- In addition, we need to target for:
    - Any child who scored 10+ on Year 1 Phonics Assessment to meet the expected standard
    - Any child who is on Phase 3 or above to meet the expected standard

<u>Year 3</u>
<u>Reading, Writing and Maths (Individual Subjects)</u>

- We need to target for:

Expected Level:
- All of the children who were at the expected level at the end of KS1 to be at least 3.6 at end of Year 3.
- Our accelerated progress target group is then to ensure that all of the children who were 2.5 at the end of Year 2 to be at least 3.6 at end of Year 3.
- Our accelerated progress target group is then to ensure that 50% of the children who were 2.4 at the end of Year 2 to be at least 3.6 at end of Year 3.

Greater Depth:
- All of the children who were at the Greater Depth at the end of KS1 to be 3.6+ at end of Year 3.

- This will give us an individual subject target percentage for Reading, Writing and Maths.

<u>Reading, Writing and Maths (Combined)</u>

- Using the individual subject target percentages for Reading, Writing and Maths – we can then see which children will be at least expected across all three areas combined.

<u>Year 4, Year 5 and Year 6</u>
<u>Reading, Writing and Maths (Individual Subjects)</u>

- Irrespective of where they were at the end of the previous year, we need to target for:

Expected Level:
- All of the children who were at the expected level at the end of KS1 to be at least at the expected level (x.6) at end of the year.
- All of the children who were x.6 or x.6+ at the end of the previous year to be at least at the expected level (x.6) at end of the year.
- Our accelerated progress target group is then to ensure that all of the children who were x.5 at the end of the previous to be at least at the expected level (x.6) at end of the year.
- Our accelerated progress target group is then to ensure that 50% of the children who were x.4 at the end of the previous year to be at least at the expected level (x.6) at end of the year.

Greater Depth:

- o All of the children who were at GDS at the end of KS1 to be x.6+ at the end of the year
- o All of the children who x.6+ at the end of the previous year

- This will give us an individual subject target percentage for Reading, Writing and Maths.

<u>Reading, Writing and Maths (Combined)</u>

Using the individual subject target percentages for Reading, Writing and Maths – we can then see which children will be at least expected across all three areas combined.

Appendix 4: Raising Attainment in Disadvantaged Youngsters [RADY] – 'Uplift and Equalise' Target Setting Methodology

1) Start with the whole cohort targets for a core subject for the selected year group:
- EXS - XX%
- GDS - XX%

2) Calculate what this target looks like when broken down into disadvantaged / non-disadvantaged:

	Non-Disadvantaged	Disadvantaged
EXS	OO%	YY%
GDS	XX%	ZZ%

3) Initially start with Greater Depth (GDS). If there is negative difference between disadvantaged / non-disadvantaged, it is necessary to calculate how many disadvantaged pupils need to 'uplifted' from the expected level (EXS) to greater depth (GDS) to 'equalise' the targets.

4) Repeat the same exercise for Expected level (EXS). Remember: the number of children that were 'uplifted' from EXS to GDS need to subtracted from the EXS percentage

Example for steps 3) and 4)

	Non-Disadvantaged	*Disadvantaged*	*Uplift*	*Uplifted Target*
EXS	*68%*	*70%*	*+3 from BLW to EXS*	*70%*
GDS	*19%*	*0%*	*+3 from EXS to GDS*	*20%*

5) The children to be 'uplifted' now need to be identified. This is completed by organising the disadvantaged pupils in rank order (latest standardised test used for reading / Maths).

6) Initially start with Greater Depth (GDS). Identify the x highest placed disadvantaged pupils (where x is the number of children to be uplifted from EXS to GDS). These are the children we need to uplift from EXS to GDS.

7) Repeat the same exercise for Expected level (EXS).

Remember: they are not really EXS and are not working at EXS level but - by the law of averages - they could have been if they weren't disadvantaged.

The next stage (for the children identified for 'uplift') is to
(a) identify precisely any barriers
(b) identify what their non-disadvantaged peers can do (academically, socially, learning behaviours, attendance etc.) that they cannot do.
(c) identify any learning gaps (compared to their non-disadvantaged peers)

This information is used to support class teacher planning and additional intervention.

'Uplift and Equalise' is a long-term process and may not, for all 'uplifted' children be achieved in the first year.

Appendix 5: Pirton Hill EYFS Assessment Milestones

To check progress and attainment, we have devised the Pirton Hill EYFS Assessment Milestones. These are progressive statements which show expected attainment in skills and knowledge linked directly to the 6 terms of Nursery and Reception.

An example is shown below:

Communication and Language (Nursery)

	Autumn	Spring	Summer
Communication and Language	Listen to a short story and talk about what happens	Listen carefully to a story and talk about what happens, including characters and the setting	Listen carefully to a story and engage in an conversation about the story, including who the characters are, the setting and what happens
	Look at a book, and name what they can see in the pictures	Look at a book, talk about what they can see in the pictures using a sentence of at least 4 words	Talk about and answer questions about familiar books that they have shared many times
	Join in singing nursery and action rhymes.	Sing some familiar nursery and action rhymes from memory	Sing 10 nursery rhymes from memory
	Begin to retell a familiar story with adult support using small world resources	Retell parts of a familiar story independently using small world resources	Tell a story using words and actions (Talk for Writing actions)
	Use talk to extend their play with other children and adults	Use talk to organise themselves and their play e.g " I'll be the bus driver and you be the passenger"	Start and continue and take turns in conversation with an adult or a friend
	Answer a simple question about something they can see (e.g. a toy or picture)	Answer a simple question about what they have heard (e.g. in a familiar story)	Understand and answer a 'why' question using a sentences of 4 to 6 words **(OCP)**
	Use vocabulary linked to objects they use and pictures they see	Use vocabulary they have experienced(UTW themes) and heard in familiar stories	Use a wide range of vocabulary linked to experiences and stories
	Talk about likes and dislikes	Express a point of view when talking and playing	Express a point of view and debate when they disagree
			Justify an opinion using joining words like because/or/and ie, "I like ice cream because it is cold" **(OCP)** Use future and past tense. "I am going to the park", "I went to the park" **(OCP)**

(OCP) Observation check point

Communication and Language (Reception)

	Autumn	Spring	Summer
Listening, understanding and attention	Listen carefully to an extended story and engage in conversation about the beginning and end of the story.	Listen carefully to an extended story and engage in conversation about the beginning, middle and end of the story.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG)
	Talk about and answer questions relating to shared text ie, who, where, when?	Talk about and answer questions relating to shared text ie, why, how, what?	Make comments about what they have heard and ask questions to clarify their understanding. (ELG)
	Listen to others and take into account what is said.	Initiates conversations, takes into account what others say and responds appropriately.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG)
Speaking	Understand and begin to use recently introduced key vocabulary during role play.	Confidently using recently introduced key vocabulary in a variety of situations/environments.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG)
	Be able to talk about their ideas in a small group.	Explain and develop their ideas.	
	Use a simple sentence to talk about what has happened in a story and poem.	Use a full sentence to explain why something may happen in a story or poem or when responding to an adult.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG)
	Understand the difference between fiction and nonfiction books.	Understand the key features of nonfictions books ie, Contents page, page numbers, index.	
	Talk about their experiences/ideas using a simple sentence.	Talk about their experiences/ideas using a full sentence including simple conjunctions ie, and, who, until, but..	Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. (ELG)

The terms relate directly to a 'Stage' and 'Step', in line with the rest of the school.

The stage for all is 0 – for EYFS (below Year 1).

- Nursery Autumn   = 0.1
- Nursery Spring   = 0.2
- Nursery Summer   = 0.3 (*which is "expected" at Reception baseline in September*)
- Reception Autumn   = 0.4
- Reception Spring   = 0.5
- Reception Summer   = 0.6 (*which equates to achieving the Early Learning Goal*)

Note: There is no 0.6+ as the EYFS assessment no longer identifies children exceeding the expected level.

Summative data is inputted onto DCPro (using the 0.x coding) at the end of Nursery and end of Autumn / Spring / Summer Term for Reception.

Pirton Hill Primary School

Phonics Tracking Document (September 2023)

Pirton Hill Vision: Key Performance Indicator 2.2 - All children learn to read quickly and accurately (95%+ passing Phonics Check by end of Year 2)

The following tables outline:

1) The Grapheme Phoneme Correspondences (GPCs) taught each half term. These are colour-coded to show how they relate to the Essential Letters and Sounds Phases.

<div align="center">

Phase 2

<mark>Phase 2 single sounds</mark>

Phase 3

<mark style="background-color:#00FF00">Phase 3 single sounds</mark>

Phase 4

Phase 5

Phase 5 alternatives

</div>

2) The taught coverage (based on Essential Letters and Sounds [ELS]) for the half term.

3) The minimum knowledge to be "on track" to achieve the Early Learning Goal (ELG) in Reception or to pass the Phonics Screening Check (PSC) in Year 1.

However, a child achieving the minimum knowledge ("on track") will still require additional intervention to ensure that their knowledge is secure.

4) The minimum knowledge to be "secure" in phonics knowledge. Below this a child will still require additional intervention to ensure that their knowledge is secure.

Reception

Term	GPC and words	Number of single sounds and diagraphs taught	On track for ELG percentage	Secure (Intervene if below)
Rec Aut 1	GPCs: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss Words: at, pat, tip, tin, map, sad, pig, got, cat, kit, sock, den, duck, red	P2 single =15 P2 diagraphs = 2	5 Phase 2 single sounds No 'on track' for words	70% (12/17) GPCs learnt Intervene if below 12/17
Rec Aut 2	GPCs: h, b, f, ff, l, ll, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa	P2 single = 4 (19 altogether)	8 Phase 2 single sounds	100% of GPCs previously taught

Term	GPC and words	Number of single sounds and diagraphs taught	On track for ELG percentage	Secure (Intervene if below)
	Words: less, huff, vex, yell, jazz, quiz, chill, wish, bang, honk, nail, teeth, light, foam Pseudo: beff, gock, wint, queem, jaib, vight	P2 diagraphs =2 (4 altogether) P3 single = 6 (6 altogether) P3 diagraphs/tri = 11 (11 altogether)	No 'on track' for words *ELS Note: If children can orally blend by Christmas it's a high chance they will meet PSC*	83 % (19/23) GPCs learnt in that half term Intervene if below 19/23 Plus Autumn 1 gaps
Rec Spr 1	GPCs: oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow Words: cook, charm, curl, scoop, short, frown, join, years, flair, pure, ladder, grow Pseudo: zooch, quair, tarsh, goid, plear, fleebow	P3 diagraphs/tri = 12 (23 altogether)	12 Phase 2 single sounds 2 phase 3 single sounds 1 diagraph from phase 2 or Phase 3 Read words including these sounds	100% of GPCs previously taught 75% (9/12) GPCs learnt in that half term Intervene if Below 9/12 plus Au1/ Au2 gaps 66% (8/12) real words intervene if Below 8/12
Rec Spr 2	Words: fan, egg, miss, cow, pure, snow, burn, wait, torch, coast, chest, point, herbs, books, spark, stairs, sport, scoop, wait, three, clear,		17 Phase 2 single sounds 3 phase 3 single sounds	70% (15/21) real words Intervene if below 15/21

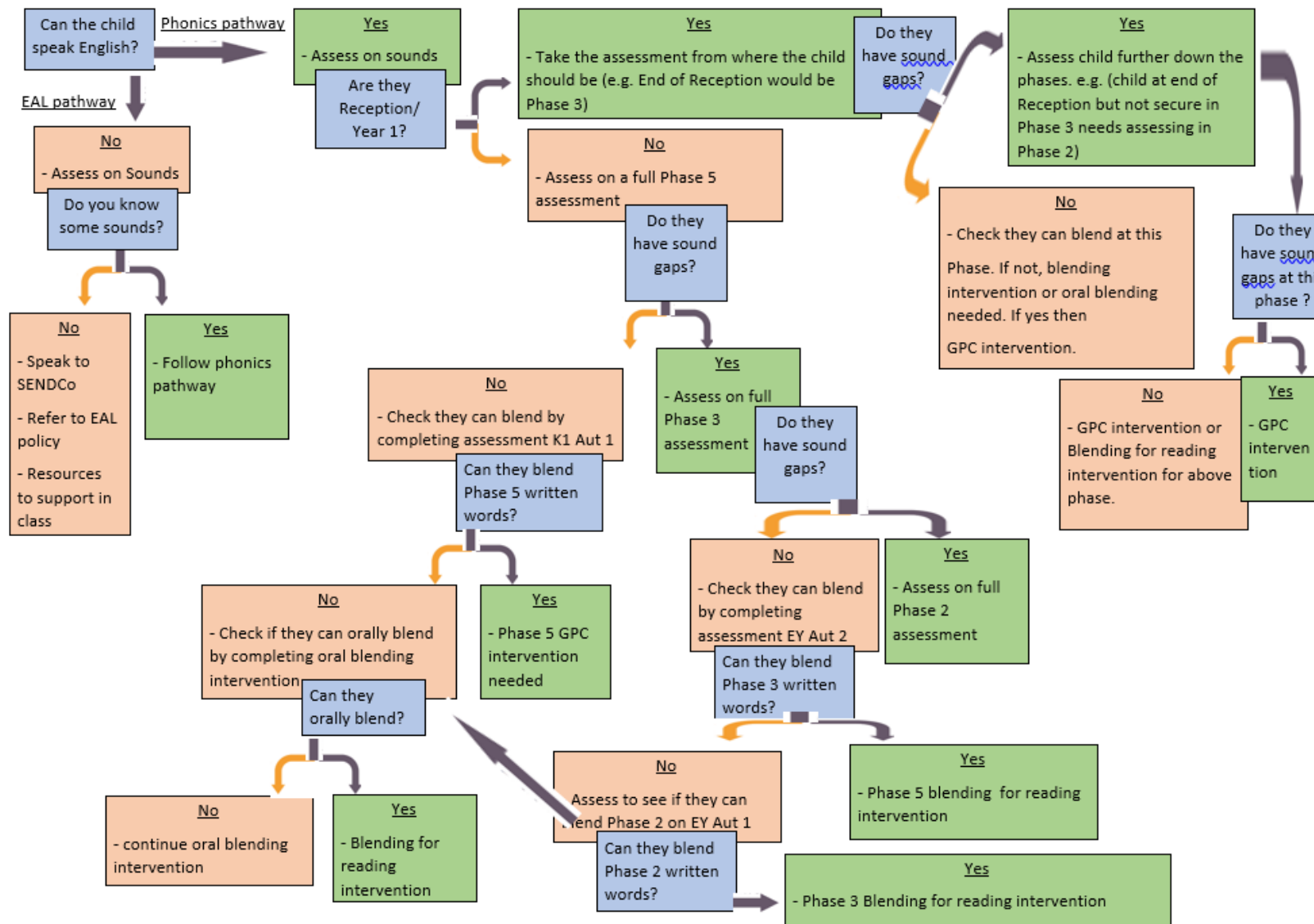|				Plus autumn/ spring 1 gaps
	Pseudo: thip, niss, mork, surd, sherg, chure		2 diagraphs from Phase 2 or Phase 3 Read words including these sounds	
Rec Sum 1	cvcc ccvc ccvcc cccvc and suffix -ed /ed/ /t/ /d/ Words: painted, bumped, joined, fixes, spotted, dressed, stormed, crushes, blended, stamped, printed, sprained, strapped, scrolled, splashes Pseudo: laig, spown, thurb, zerd, fure, glinked		18 phase 2 single sounds 5 phase 3 single sounds 6 diagraphs from phase 2 or 3 Read words including these sounds	70% (11/15) real words Intervene if below 11/15 Plus autumn/ spring gaps
Rec Sum 2	GPCs: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e Words: play, shout, tie, dream, joy, bird, clue, lawn, wheel, dolphin, screw, tiptoe, haunt, donkey, quake, athlete Pseudo: phid, whem, claup, droy, scabe, fleme	P5 diagraphs/tri= 16	All single letter Phase 2 sounds (19) Phase 3 single letters (6) PLUS 10 DIAGRAPHS out of 27 (p2 +p3) Words consistent with sound knowledge (words including all single sounds plus the 10 diagraphs they know)	100% GPCs phase 2 and 3 80% real/ pseudo words autumn/ spring/ summer1 (69/86)

Yellow = single sounds known to pass ELG PLUS 10 DIAGRAPHS

Year 1

Term	GPC and words	Number of single sounds and diagraphs taught	On track for passing the year 1 phonics screening check	Secure (Intervene if below)
Y1 Aut 1	GPCs: ay, ou, ie, ea, oy, ir, ue, aw Words: spray, proud, dried, treat, enjoy, third, bluebell, awning. Pseudo: flay, frout, zied, cheans, oyt, hirx, mueg, jawp.	P5 diagraphs = 8	All single letter Phase 2 sounds (19) Phase 3 single letters (6) Phase 2 and 3 diagraphs (14/27) Phase 5 diagraphs (4/8) Read words with those sounds in	75% GPCs (6/8) 75% Real words (6/8) Intervene if below 6/8 GPCS/ real words Plus phase 2 and 3 gaps
Y1 Aut 2	GPCs: wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, c, y, al Words: whisper, nephew, goes, launched, chimney, named, extreme, lime, globe, flute, city, walked Pseudo: phape, whoin, shude, plice, cralk, drepe, shroe, voppy	P5 diagraphs = 11 (19 altogether) P5 alternatives = 3	All single letter phase 2 and 3 sounds (25) Phase 2 and 3 diagraphs (21/27) 21 diagraphs out of 27 (P2 and P3) Phase 5 diagraphs (8/19) Read words with those sounds in	85% GPCs (12/14) 75% Real words (9/12) Intervene if below 12 GPCs and 9 words plus phase 2 and 3 gaps year 1 Aut 1 gaps
Y1 Spr 1	Words: acorn, they, steak, weight, rather, she, blind, flying, photo, wand, awful, music, chemist, chef, feather, working, learn, group, shoulder, field, swerve, gym Pseudo: frew, flawp, zey, phobe, ulf, thazz, hiff, scrime	P5 alternatives = 22 (25 altogether)	All single letter phase 2 and 3 sounds (25) Phase 2 and 3 diagraphs (27/27) Phase 5 diagraphs 14/19 Read words with those sounds in	75% Real words (17/22) Intervene if below 17 words plus phase 2 and 3 gaps year 1 autumn gaps

Y1 Spr 2	Words: share, there, bear, catch, monkey, gem, gentle, fringe edge, squidge, listen, bounce, prince, mouse, horse, sign, gnome, knee, knight, write, wrench, climb, noise, raised, squeeze, breeze, cheer, here, option Pseudo: cax, jash, coid, ter, paip, riss, zeb, chueg	P5 alternatives = 29 (51)	Phase 2 and 3 gaps year 1 aut 1 gaps Read 27 + phonemes (p2 +p3)– fully secure in 2, 3 Phase 5 19/19 diagraphs Read words with those sounds in	75% Real words (23/29) Intervene if below 23 words plus phase 2 and 3 gaps year 1 autumn gaps
Y1 Sum 1	This follows the same structure as a PSC (12, 8, 8, 12). We have put real words first to assess the GPCs taught in Week 6 of Spring 2.		*Fully secure in P2, P3 and P5 – not including P5 alternatives (all 71 phonemes)*	Pass mark 32/40 (80%)
Y1 Sum 2	This is a prepared story extract with questions. Please time how long it takes your children to read the passage. By the end of KS1, we expect children to read at 90 words per minute (0.66 wps). This passage is 90 words long. There are questions to support your understanding of the child's comprehension.		*Read 40+ phonemes (out of 71 taught by ELS)* *Read words with those sounds in*	Children reading this in less than 1min and 20 seconds (0.88 wps)

Appendix 7: Phonics: New Starter Pathway

Can the child speak English?

Phonics pathway →

Yes
- Assess on sounds

Are they Reception/ Year 1?

Yes
- Take the assessment from where the child should be (e.g. End of Reception would be Phase 3)

Do they have sound gaps?

Yes
- Assess child further down the phases. e.g. (child at end of Reception but not secure in Phase 3 needs assessing in Phase 2)

EAL pathway ↓

No
- Assess on Sounds

Do you know some sounds?

No
- Assess on a full Phase 5 assessment

Do they have sound gaps?

No
- Check they can blend at this Phase. If not, blending intervention or oral blending needed. If yes then GPC intervention.

Do they have sound gaps at this phase ?

No
- Speak to SENDCo
- Refer to EAL policy
- Resources to support in class

Yes
- Follow phonics pathway

No
- Check they can blend by completing assessment K1 Aut 1

Can they blend Phase 5 written words?

Yes
- Assess on full Phase 3 assessment

Do they have sound gaps?

No
- GPC intervention or Blending for reading intervention for above phase.

Yes
- GPC intervention

No
- Check if they can orally blend by completing oral blending intervention

Can they orally blend?

Yes
- Phase 5 GPC intervention needed

No
- Check they can blend by completing assessment EY Aut 2

Can they blend Phase 3 written words?

Yes
- Assess on full Phase 2 assessment

No
- continue oral blending intervention

Yes
- Blending for reading intervention

No
Assess to see if they can blend Phase 2 on EY Aut 1

Can they blend Phase 2 written words?

Yes
- Phase 5 blending for reading intervention

Yes
- Phase 3 Blending for reading intervention

Pirton Hill Primary School
Early Language Acquisition Levels

DfE Proficiency in English Scale A (New to English)			
May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.			
Exemplification (based on Bell Foundation EAL Assessment Framework)			
Pirton Hill Scale	Listening	Speaking	Reading	Writing
---	---	---	---	---
A.1	• Can show comprehension through action and gesture rather than words • Can understand single words or short phrases in familiar contexts • Can sort pictures or objects according to oral instructions	• Can make basic needs known to others • Can produce single words or short phrases and give simple greetings	• Can distinguish and understand different forms of meaning representation, (e.g. letters, words, visual images and graphics) • Can understand that written text and visuals have meaning	• Can communicate intentions and own meaning through drawing and mark making • Can show awareness of the differences between print and picture in attempting to write
A.2	• Can follow and join in routine classroom activities willingly • Can engage in face-to-face interactions, responding to key words and phrases (e.g. greetings)	• Can identify and name some school and everyday objects • Can respond to visually-supported (e.g. word mat) questions with one or two words, in a classroom context	• Can match pictures and other visuals with taught/rehearsed words • Can follow written text conventions (e.g. left to right movement, continuity of text from top to bottom)	• Can mark/indicate familiar pictures, numbers and other visual images • Can show awareness of some basic conventions of writing in English • Can form some English letters
A.3	• Can begin to use limited awareness of grammar to make sense of talk by teachers and peers • Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech	• Can make simple statements when prompted and supported by rehearsal • Can ask simple questions about own work • Can use some common adjectives (e.g. 'big', 'fast', 'good')	• Can choose books or other reading materials to join in learning activities, especially when guided • Can recognise names, including own name, and labels of objects • Can recognise or decipher the meaning of some words	• Can copy or write own name • Can start to write English to fill in blanks or copy known words • Can contribute to a shared story in the class and produce letters and strings of letters associated with pictures

DfE Proficiency in English Scale B (Early acquisition)			
May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.			
Exemplification (based on Bell Foundation EAL Assessment Framework)			
Pirton Hill Scale	Listening	Speaking	Reading	Writing
---	---	---	---	---
B.1	• Can follow day-to-day social communication in English • Can attend for short periods to simple stories and songs with visual scaffolds	• Can answer yes/no questions and 'choice' questions • Attempts to follow and use simple modelled expressions in a small group	• Can recognise words and the sequences of words that form familiar phrases or expressions • Can attempt to work with familiar & some unfamiliar words in phrases	• Can form and reproduce most English letters and attempt to produce words • Can complete sentence starters if examples are provided

B.2	• Can respond to simply phrased factual questions • Can attend actively to the conversations of other English speakers on familiar classroom topics	• Is beginning to participate independently in class discussions • Can produce simple, joined-up utterances on known, familiar content, or related to experiences	• Can use awareness of grapheme/phoneme correspondence to try to decode unfamiliar words • Can comprehend taught/rehearsed short passages at whole-text level	• Can make independent use of basic punctuation • Can write some simple basic phrases or sentences in relation to personal experience
B.3	• Can use contextual clues to gain meaning from age-level text read orally	• Can respond simply to a question relating to an immediate task, while syntax is basic & may contain errors	• Can read out loud short texts with familiar/predictable structures written in everyday language	• Can form simple sentences using word/phrase banks for different classroom purposes

DfE Proficiency in English Scale C (Developing Competency)

May participate in learning activities with increasing independence. Able to expresses self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

Exemplification (based on Bell Foundation EAL Assessment Framework)

Pirton Hill Scale	Listening	Speaking	Reading	Writing
C.1	• Can get the gist of unfamiliar English in predictable social and learning situations • May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding	• Can use some vocabulary that has been introduced on tasks and in taught sessions • Can express likes, dislikes, or preferences with reasons • Can take part in role play making some appropriate unscripted contributions	• Can recognise and read irregular (but frequently occurring) spelling patterns (e.g. '-tre' in 'centre') • Can make sense of curriculum texts but may need support to comprehend unfamiliar content, culturally engendered nuances	• Can use appropriate time sequencing (e.g. 'first', 'next', 'finally') • Can attempt to construct a coherent sentence with familiar vocabulary, including common articles, prepositions and conjunctions • Can use some formulaic expressions in writing
C.2	• Is developing understanding of sentence types through word order not just intonation • Can respond appropriately in most unplanned exchanges	• Can ask questions for social and academic purposes • Can communicate immediate, concrete matters using connected utterances	• Can recognise common prefixes (e.g. 're' in 'return') and suffixes (e.g. 'ed' in 'walked') and punctuation, and use this awareness and knowledge to make sense of text	• Can produce longer sentences based on familiar taught content, but writing reflects features of spoken language
C.3	• Can attend actively to the conversations of other English speakers on familiar topics when the speech is clear / the pace is regular • Can understand common, everyday vocabulary, knows that some words can have more than one meaning, and demonstrates a tentative understanding of vocabulary beyond immediate experiences	• Makes relevant spontaneous comments socially and during tasks • Begins to notice and can sometimes self-correct irregularities in own speech (e.g.'comed', 'goed', 'he do') • Makes relevant spontaneous comments socially and during tasks	• Can retrieve relevant details from curriculum and literary texts to retell the gist of content • Can comprehend curriculum-linked English literature mostly at the literal level, but may rely on teacher and peer support to understand cultural references and meanings • Can identify and interpret information from visual images, tables, charts and graphs	• Can use some grammatical structures, such as subject-verb agreement (e.g. 'he walks'), inflections (e.g. adding 'ed' to form the past tense) • Can attempt to write short texts in different genres (e.g. diary entry, letter, third person narrative) • Can construct simple connected text based on short descriptions of events and activities for classroom purposes

Once a pupil begins to complete the criteria outlined in Code C they will begin to access the National Curriculum and should be assessed using the Pirton Hill Assessment Grids alongside the Early English Language Acquisition codes. *A child, who has achieved Code C, although functioning well in most social and classroom interactions, still needs support to develop grammatical and appropriate language choices in academic language in order to access the curriculum fully.*

DfE Proficiency in English Scale D (Competent)
Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence or errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum materials and tasks.

DfE Proficiency in English Scale E (Fluent)
Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

| Note: If a pupil is working on Early English Acquisition Scale Points A.1 to C.3 for Reading or Writing the class teacher must enter the relevant code (for example A.2) on to DCPRO. This assessment grid should be used to show progress. Maths attainment must be recorded against the Pirton Hill Assessment Framework (e.g. 1.1 to 6.6+) |