



Assessment, Reporting and Planning Policy

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Contents

Introduction and policy statement	2
Aims.....	2
Rationale	2
Key Principles of Assessment.....	3
Our Methods of Assessment.....	3
Formative assessment	4
Types of Formative Assessment	4
Summative Assessment	5
Baseline Assessments	6
WRAT 5.....	6
English and Maths.....	6
Summative assessments used in term 2, 4 and 6 across the key stages.....	7
Target setting methodology	8
Social, Emotional and Mental Health Needs Assessments.....	8
Our use of assessment.....	9
Recording	9
Reporting.....	10
Assessment, reporting and recording within the context of North Star ALP	10
Monitoring	11
Appendix 1 - Level and age-related Equivalences and conversion chart according to the national scales.....	12
Appendix 2: Progression Guidance/Flight Paths	12
Appendix 3: Baseline and summative assessment guidance for English and Maths	14
Appendix 4: Summative assessment guidance in broader subject areas	15
Appendix 5: Example Progression Lines – Year 3 and 4.	16
Appendix 6: GCSE English language paper 1 marking criteria for writing AQA.....	16
SECTION B: WRITING – Assessment Objectives.....	16
Appendix 7: Secondary Maths test conversion charts using the raw test score from the baseline test.	17
Appendix 8: Lesson Header	18
Appendix 9: Marking feedback rubric.....	19

Note

The job title Headteacher is interchangeable with Head of School in all North Star Academy Trust Policies

Introduction and policy statement

The assessment of student progress is a vital part of the learning process and lies at the heart of curriculum planning, teaching and an evaluation of the impact of the work that the school does to support the acquisition of knowledge and skills. Effective assessment will give feedback about student needs and student progress. It will provide information and evidence of attainment for recording purposes and for reporting to students, parents and others. The student is central to the process of assessment and their involvement in this process is to be encouraged, developed and valued. Assessment practice should have a positive impact on students' attitudes, motivation, achievement and self-esteem.

Aims

The purpose of assessment and reporting in North Star Academy Trust is:

- to identify the needs of the students and gaps in knowledge.
- to track the quality and impact of the work that we do with the students
- to make informed decisions about how the curriculum is designed and implemented.
- to check and support our teaching standards and help us improve the quality of teaching
- to enable teachers to plan lessons that address the learning needs of the students
- to effectively inform students of their achievements, strengths and areas for development
- to effectively inform parents/carers of their child's achievements, strengths and areas for development
- to effectively inform stakeholders of the students' achievements, strengths and areas for development
- to enable students to set targets for themselves
- to provide an indication of student attainment against nationally recognised tests such as, WRAT, National curriculum framework, functional skills, and GCSEs to monitor student progress.

The main purpose of our Assessment, and Reporting Policy is:

- to provide clear guidelines on our approach to assessment
- to establish a consistent approach to conducting, recording and reporting of assessments
- to outline how and when assessments and reporting take place
- to develop effective, efficient and consistent methods through which a pupil's progress is monitored, recorded and reported

Rationale

At North Star Academy Trust, we are committed to providing a **robust** assessment strategy that enables high quality teaching and learning that is applied **consistently** across the schools. This ensures that pupils know and have a clear understanding of how their work is marked, assessed and reported on. Effective assessment enables us to celebrate success but also ensures that they understand the next steps for improvement. Reports, based on records, will give accurate and meaningful information.

Our aim is to ensure that pupils become independent learners who can take responsibility for their own learning. Consequently, we believe in creating a teaching environment that is driven by the learner and not the teacher. A vital part of this process is using effective assessment strategies to create a personalised learning culture where pupils feel valued and supported. Sharing outcomes with peers is not routinely undertaken due to the sensitivities of the students.

Key Principles of Assessment

- Assessment should be at the heart of teaching and learning to inform differentiated and adaptive teaching and planning.
- Assessment should be fair that is inclusive of all abilities and is free from bias.
- Assessment should be honest with outcomes conveyed transparently to assist pupils in their learning. Judgements are moderated objectively by experienced professionals.
- Assessment should be deliberately ambitious. It is used to develop taxonomies of lesson objectives that are supported by differentiated levels of success criteria, so all pupils are stretched and challenged.
- Assessment should be appropriate. It should draw on both summative and formative methods so a full and accurate picture of pupil achievement can be obtained.
- Assessment should be consistent, and judgements should be formed by common principles so progress and attainment results can be understood by third parties.
- Assessment should be meaningful and understandable so:
 - School can be contextually understood against national benchmarks.
 - Pupils can understand how they are developing as learners.
 - Teachers can plan and differentiate learning to maximise pupil progress.
 - Leadership and Management can deploy pupil premium funding and resources.
 - Pupils and parents understand how they are progressing against their EHCP targets.
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.
- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- Marking must be **regular** and **consistent** between different staff members and departments.
- All staff are regularly trained in our approach to assessment.
- We have a member of the executive leadership team who is responsible for assessment across all the schools.

Our Methods of Assessment

At North Star Academy Trust, we use two types of assessments for learning; formative and summative to support academic development. We also use Boxall Profile to assess social, emotional and mental health strengths and needs for our pupils.

Summative Assessment (measuring attainment)	Formative assessment (Enabling Achievement)
Statutory Tests (SATs, Phonics Screening, GCSE and FS papers, Multiplication test year 4.	Clarifying learning objectives Clarifying, understanding, and sharing learning intentions
	Engineering effective classroom discussions, tasks and activities that elicit evidence of learning. Activating students as learning resources for one another
Non statutory tests (Rebecca Doyle, Boxall, End of topic/unit tests)	Sharing learning objectives and success criteria
External Examinations	Effective questioning
Teacher Assessment levels	Informative Oral and written feedback
Recall questions to establish current knowledge	Raising student efficacy Providing feedback that moves learners forward
Student performance data	Progression Lines
Preferred learning styles	https://walkthrus.co.uk/members-area

Formative assessment

Formative assessment describes the focus on monitoring student response to and progress with teaching. The process provides immediate feedback to both the teacher and student regarding the learning process and indicates the next step to be taken in order to promote learning. It empowers students to take action towards improving their performance in line with the lesson objectives clearly set out at the beginning of each lesson. Our formative assessment methods are embedded in our lesson planning and recorded in our Mid-term planning documents.

Our formative assessment criteria are based on our curriculum sequencing model which detail what the pupils should have mastered and by when using National Curriculum expectations and examination criteria. These are known as Key Performance indicators or age-related developmental sequencing strands. Each subject has its own progression line, where built knowledge is tracked overtime. It also enables each subject teacher to highlight gaps in curriculum knowledge which activates adapted quality first teaching or targeted interventions.

Many students are able to move onto the formal examinations at the start of KS4 where we use the examination criteria to track the level of progress. *(See Appendix 1: conversion table to see equivalent levels, national norm age related expectations, entry level and GCSE equivalents)*

Types of Formative Assessment

Feedback

Providing quality feedback to pupils in lessons focussing on the positive aspects of their work and areas for improvement.

<https://sites.google.com/view/walkthrus/what/questioning-feedback>

Written feedback must be clearly recorded in students' work. It is good practice to use marks, numbers and grades where appropriate, but staff should be encouraged to use comment-only feedback as well. Feedback should be informative and directional informing of next steps.

Oral feedback is the most frequently used and interactive form of feedback. It is used more readily in practical subjects and has a range of purposes which include appraising, seeking clarification, redirecting learning and encouraging reflection.

Questioning is an essential tool to ensure that the pupils understand the learning in the moment but also understand the concepts being taught deeply and can apply the learning to different contexts. Skilful questioning is key to promoting independence and challenge further development.

Peer and self-assessment should be used to ensure that student involvement is high, there is the best opportunity for learning and when they are involved in their own analysis of progress and constructive criticism reflection, pride, modification and improvement become a natural part of the learning process.

<https://sites.google.com/view/walkthrus/learning-walkthrus/study-habits-techniques/self-quizzing>

A shared understanding of learning objectives and success criteria will ensure that there is effective feedback about expectations. Teachers will understand which children do not achieve the learning objectives for the lesson, and they use this information as part of their assessment for learning for the next lesson and to provide additional support where needed. Sharing the learning objective with the students in a way that they can understand is vital.

<https://sites.google.com/view/walkthrus/what/curriculum-planning/learning-objectives-v-tasks>

Summative Assessment

Summative assessment describes learning achievement at a certain time for the purposes of reporting to parents, other teachers, the pupils themselves and, in summary form, to other interested parties such as school governors or school boards. We assess pupils against assessment criteria set which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do according to the level and age at which they are working. This is identified in our curriculum sequencing model and clearly explained in departmental documents and policies.

At the beginning of each year, we use baseline assessments to ascertain gaps in knowledge and in order to project suitable targets, inform our planning and track progress.

The achievement of each pupil is assessed against the assessment criteria (*progression lines*) for each subject at appropriate times of the school year. Following the baseline assessments in September, this is during terms 2, 4 and 6. Assessment judgements will be recorded and backed by a body of triangulated evidence:

- Teacher observations

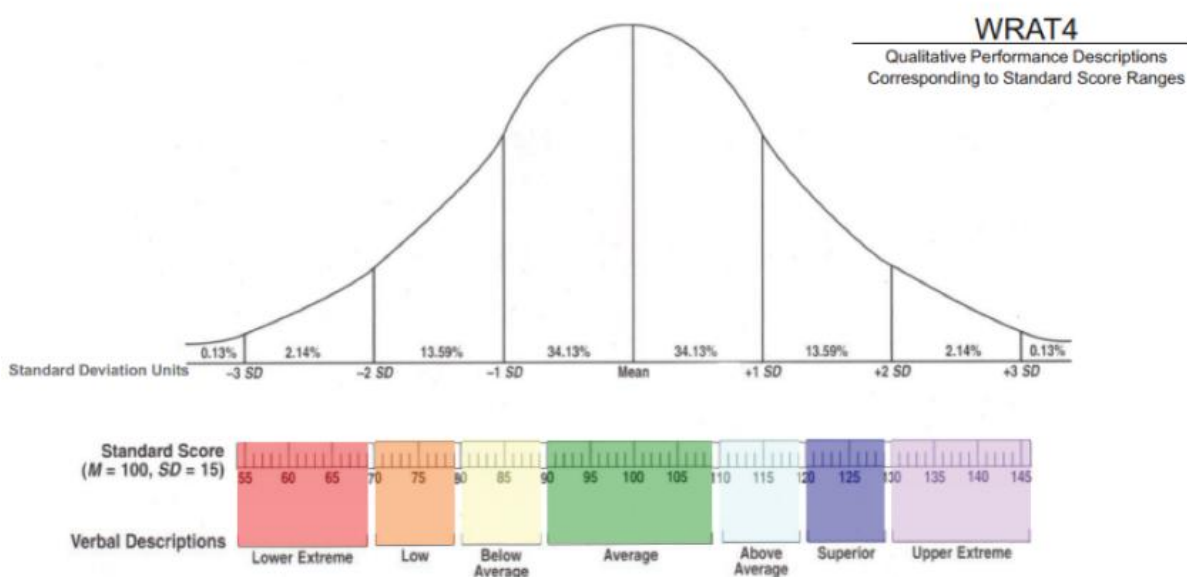
- Records of pupil work
- Controlled assessment
- Summative tests, mock examinations.

Assessment judgements will be moderated by colleagues in school and by colleagues across other schools within the Trust. This will ensure our assessments are fair, reliable and valid. Because of the pupil's additional needs we use the whole range of assessment judgements from pre key stage through to grade 9 at GCSE through all subjects to show current grades. Staff keep a record of the marks achieved in our MIS system.

Baseline Assessments

WRAT 5

We use a baseline assessment test called WRAT 5 to measure English reading, spelling and Maths ability. It is administered again at the end of the year as an additional standardised assessment tool. The test gives teachers a standardised Maths, reading and spelling score. This gives us a clear indication of ability related to age related expectations. This is used as a tool to guide staff to pitch lessons appropriately.



The scores are indicators only and should be used as a guide to planning suitable lessons. We use the **WRAT 5** reading and spelling grade feed into a target for the outcome in English and Humanities subjects and the Maths standardised score to target an outcome for the year in Maths and Science. We also use the WRAT 5 to project forward to a possible GCSE grades in English and Maths. This supports target setting and aspirations (Appendix 5).

English and Maths

English

Primary: All pupils engage in a cold write on an age / level-appropriate (*as close as possible*) subject that the teachers will grade against the national curriculum levelled outcomes for writing

for age related KS1 and 2. (see appendix 5). Where appropriate the gaps in knowledge will be supported by a stage curricula approach.

Secondary: All pupils engage in a cold write on an age/ level -appropriate subject that teachers will grade against the national curriculum levelled outcomes for writing. For pupils working above level 4, teachers will use a GCSE Language creative writing framework, offering a current GCSE grade from grade 2 upwards. (see appendix 6). Where appropriate the gaps in knowledge will be supported by a stage curricula approach.

Maths

Primary: An age/level appropriate end of block unit test for term 1 from White Rose Maths in the year group that they are working at.

Secondary: Pupils will sit a Pearson baseline test based upon their current key stage.

The outcomes will be used to project forward a target grade for the year. Once a raw score is generated from the assessment it can be converted to an NC level (appendix 7)

The maths baseline grade will be used to project an end of year outcome in Science and English will be used for all other subjects.

Reading

Reading ages are a key part of the baseline and ongoing assessment of the pupils at North Star as this will determine who is able to access the written curriculum effectively and support staff to scaffold lessons accordingly.

In primary we perform an initial phonics assessment using Little Wandle and alongside this for pupils that have reached phase 5, a fluency assessment and Star Reader Assessment. We test for reading ages three times a year through Star Reader and use Cracking Comprehension which is an online adaptive test used to determine a student's English reading level and comprehension skills. This allows teachers to accurately understand the level at which teachers need to pitch lessons but also the level of support they need to gain fluency in reading. Each school has a library of resources and the secondary schools have reading intervention managers who support with determining reading ages and reading interventions.

Summative assessments used in term 2, 4 and 6 across the key stages

At the end of terms 2, 4 and 6 staff will administer assessments across all subjects. The assessment grade will be converted into a level in that subject and along with triangulation from the teacher assessment using work in books and the quality of work be used to offer an end of term grade.

In Maths teachers use an end of unit assessments based upon the key learning expectations of the of work in the White Rose scheme. This will highlight gaps in knowledge and support further development of planning.

In English the assessment is based upon a “hot write” and if the pupils are preparing for GCSE or functional skills a question based upon the examination they are sitting that offers a free writing element. This offers the pupils the best chance at showing the skills that they have developed during that unit of work. These assessments should be built into the scheme of work and a focus of the work over the 12-week unit.

The same methodology applies to the wider subjects across the curriculum and all subjects moderate their assessments 3 times a year with their counterparts across the trust. These assessments will form part of the teacher assessment grade which takes into account the pupil performance and progress across the term.

The tests across all schools are standardised and agreed by all subject leads based upon the current level of the pupil and the targets set. The assessments are used to support the teachers to make an informed judgement as to the current level of the pupil.

Yearly assessment summary (See appendix 3)

Target setting methodology

Targets are set using the national standard of 2 fine stage of progress each year. Progression flight paths can be differentiated (Personalised) based on SEND need based on the guiding principles below:

Guidance Principal 1: Expected Progress maybe 1 jump a year (Moderate Learning, Cognition in Learning, Severe SLCN diagnosis, Genetic Conditions).

Guidance Principal 2: Expected Progress is 2 Jumps a year (The general school population).

Guidance Principal 3: Accelerated Progress is 3 Jumps a year.

We expect many students to exceed these targets because of the smaller groups and additional adult help, however we understand that progress is not linear and often because of external factors academic progress is not always made in line with expectations. Teachers are able to adjust the end of year academic target up but not down.

Social, Emotional and Mental Health Needs Assessments

Across the schools in our Trust, assessing developmental and diagnostic needs using Boxall Profile is also an important means of measuring progress against targets set in Education Health and Care Plans and Individual Education Plans. A baseline and impact measure are carried out by teachers/ESSA staff at the beginning and end of every year and reviewed termly. These assessments also inform our curriculum planning, lesson planning and differentiation in the classrooms.

We use Boxall Profile tool to:

- assess the social, emotional and mental development of our pupils across our schools.
- identify a precise picture of a pupil’s strengths, as well as any difficulties which could affect

their learning.

- identify what type of support each pupil needs with practical strategies and techniques for the classroom or nurture group to help them achieve their full potential.
- track our pupils' social, emotional and mental health progress.

Our use of assessment

- Teachers and Subject Leaders use the outcomes of their assessments to summarise and analyse attainment and progress for their pupils in the classes and subjects.
- Teachers and Subject Leaders use this data to plan the learning for every pupil to ensure they meet or exceed expectations based on baselines.
- Assessments provide teachers with information which will enable schemes of work, allocation of resources, teaching methods, staff development and classroom organisation to be evaluated and modified where appropriate;
- Senior Leadership analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- Assessment through Boxall Profile Tool enables teachers and therapy team to identify pupils' strengths and needs and to make informed decisions of the tools and strategies for each individual student. These are also used to measure the impact of the strategies/interventions put in place for pupils.
- Assessment helps students identify and recognise their strengths and where reinforcement and development are required. Our progression lines also enable our teachers to adaptively teach to specific stages of the curriculum through the identification of gaps in curriculum knowledge.
- Assessment will be used to effectively communicate students' achievements to the students themselves, parents and any other party to whom it is legally obliged to report.
- We celebrate all achievements across a broad and balanced curriculum, this includes reporting on all foundation subjects. This also includes reporting on social and emotional progress through Boxall Profile Online Tool.

Recording

- It is a teacher's responsibility to ensure that all judgements are accurate and balanced by using a full range of assessment methods in their subject and predicting performance outcomes.
- In order to gain and maintain a clear picture of the pupil's achievements, there needs to be a developing body of evidence which reflects the pupil's activities and learning outcomes. This will illustrate what the pupil knows, understands and can do.
- We formally record assessments through Arbor with baselines in September and summative assessment scores at the end of Terms 2, 4 and 6.
- The record keeping system used should demonstrate pupils' progress satisfactorily so that all concerned are able to tell what level of attainment has been reached.
- We provide in depth quality marking; and subsequent marking and assessment should reflect the previous learning outcomes in the books. This will be used to identify pupils

who require support or challenge noted during the marking of pupil books and/or daily assessment.

- Records should be manageable, accurate, consistent and useful, whether used to inform the planning of work or target setting. It is also a key tool in ensuring continuity and progression.
- Records give a clear and accurate picture of the pupil and this data is used to support Annual Reviews, Transitional arrangements and shared with professionals where necessary.

Reporting

North Star Academy Trust has an established method of reporting:

1. *Autumn Term* - Parents are invited to attend a welcome evening to support settling into a new academic year, expectations and arrangements for the year are discussed.
2. *Spring Term* - All parents are invited to attend a progress evening where the child's progress is discussed in terms of age-related and personal expectations. Parents will also receive mid-term spotlight progress report (North Star 265 excluded). This also includes curriculum opening evening for year 9s. Colleges and post 16 providers are also invited to discuss future career and course options.
3. *Summer Term* - Each parent receives a progress report on all subject areas which includes details of the pupil's achievements and progress for the academic year. The annual progress report also includes behaviour and attitude data towards achieving their academic outcomes.
4. All assessment data will be used to support annual reviews, multi-agency meetings and parents' evenings and where relevant will include preparing for adulthood targets that will inform KS4 transitional arrangements.
5. We capture summative data 3 times a year and this is shared with the local governing body.

* Dependent on the start date of the student additional parents/carers evening could occur.

Assessment, reporting and recording within the context of North Star ALP

The values which are evident throughout this policy will be replicated within the ALP however the relative, potential short-term nature of student placements means that the timeframes of assessment for the schools will not be relevant for each student in the ALP.

All students in the ALP will work with staff teams in order to produce a portfolio of work. This may include final and best work but will also include evidence of learning where mistakes have been made and the student has had the opportunity to develop skills to reflect the learning journey being undertaken. There is also a Readiness to Return scale used to assess whether a child has met all the criteria to return to their home school. This will be used to produce a Readiness to Return/Spotlight report which will be shared with parents/carers during a Termly review at least 6 times a year. IEPs will also be reviewed and reported on within the same framework.

The portfolio of evidence will include reference to positive moments e.g. a record of certificates earned, attendance, etc. It may also include reference to behaviours that challenge and how the

student has worked to develop strategies to support them during times of escalation/de-escalation and ways in which they are now better skilled to manage the expectations of a school/classroom. It will also demonstrate strategies to promote the engagement of the student in learning; for example, writing frames, visual prompts to understand expectations and ways to support regulation and de-escalation. The portfolio will enable the student to illustrate their time in the ALP over a placement of around 3 – 6 months and be used by a receiving school to support rapid re-integration and inclusion.

If a pupil remains in the ALP for a longer period of time, then the key assessment and reporting dates of North Star Academy Trust schools will be matched (e.g. terms 2, 4, 6), alongside the portfolio. If it is determined that a student will continue longer term in the ALP (e.g. to complete KS4 accreditation) then a bespoke agreement will be made in order to best represent the progress made by the pupil, alongside their accreditation profile.

All assessment data will be shared with the commissioning school at agreed intervals.

Monitoring

The Senior Leadership team are responsible for monitoring the implementation of this policy. The Subject Leaders are responsible for inspecting samples of the children's work, and observing the policy being implemented in the classroom.

Appendix 1 - Level and age-related Equivalences and conversion chart according to the national scales.

Expanded Rainbow Progression Flight Paths															Compiled by Eugene Brunet										Eugene@prisum.co.uk										Prisum									
Relationship Of Different Scales					Progression Line Expectations (Students should stay in Band or rise if they are making expected Progress)																									Relationship Of Different Scales														
Step	New GCSE Scale	Old GCSE Grade	Points Score	NC Sub level	EYFS YR	Y1	KS1 Y2	Y3	Y4	Y5	KS2 Y6	Y7 T1	Y7 T2	Y7 T3	Y8 T1	Y8 T2	Y8 T3	Y9 T1	Y9 T2	Y9 T3	Y10 T1	Y10 T2	Y10 T3	Y11 T1	Y11 T2	KS4 Y11	% of Cohort	New GCSE Scale	Yearly Expected															
Step 17	9	A**	64	10B+																							9.6	Exceeding + 96-100% (Top 5%)	9	Exceeding Year 11														
Step 16			63	10B																							9.4																	
Step 15			62	10C																							9.3																	
Step 14			61	10C																							9.2																	
Step 13			60	10C																											9.1													
Step 12	8	A*	59	10B																							8.8	Exceeding + 86-95%	8	Exceeding Year 11														
Step 11			58	10B																							8.6																	
Step 10			57	10B																							8.4																	
Step 9			56	10B																							8.2																	
Step 8			55	10B																											8.0													
Step 7	7	A	54	10B+																							7.8	Exceeding + 76-85%	7	Exceeding Year 11														
Step 6			53	10B																							7.6																	
Step 5			52	10B																							7.4																	
Step 4			51	10B																							7.2																	
Step 3			50	10B																							7.0																	
Step 2	6	B+	49	10B																							6.8	Exceeding + 61-75%	6	Exceeding Year 11														
Step 1			48	10B																							6.6																	
Step 0			47	10B																							6.4																	
Step -1			46	10B																							6.2																	
Step -2			45	10B																							6.0																	
Step -3	5	B	44	10B																							5.8	Source 61-75% 41-60%	5	Exceeding Year 11														
Step -4			43	10B																							5.6																	
Step -5			42	10B																							5.4																	
Step -6			41	10B																							5.2																	
Step -7			40	10B																							5.0																	
Step -8	4	C+	39	10B																							4.8	Expected - 26-40%	4	Expected Year 10														
Step -9			38	10B																							4.6																	
Step -10			37	10B																							4.4																	
Step -11			36	10B																							4.2																	
Step -12			35	10B																							4.0																	
Step -13	3	D+	34	10B																							3.8	Emerging + 16-25%	3	Expected Year 9														
Step -14			33	10B																							3.6																	
Step -15			32	10B																							3.4																	
Step -16			31	10B																							3.2																	
Step -17			30	10B																							3.0																	
Step -18	2	E+	29	10B																							2.8	Emerging + 6-15%	2	Expected Year 8														
Step -19			28	10B																							2.6																	
Step -20			27	10B																							2.4																	
Step -21			26	10B																							2.2																	
Step -22			25	10B																							2.0																	
Step -23	1	F+	24	10B																							1.8	Emerging - 6-15%	1	Expected Year 7														
Step -24			23	10B																							1.6																	
Step -25			22	10B																							1.4																	
Step -26			21	10B																							1.2																	
Step -27			20	10B																							1.0																	
Step -28	0	G+	19	10B																							0.8	Emerging - 6-15%	0	Expected Year 6														
Step -29			18	10B																							0.6																	
Step -30			17	10B																							0.4																	
Step -31			16	10B																							0.2																	
Step -32			15	10B																							0.0																	
Step -33	-1	F-	14	10B																							0.0	Emerging - 6-15%	-1	Expected Year 5														
Step -34			13	10B																							0.0																	
Step -35			12	10B																							0.0																	
Step -36			11	10B																							0.0																	
Step -37			10	10B																							0.0																	
Step -38	-2	G-	9	10B																							0.0	Emerging - 6-15%	-2	Expected Year 4														
Step -39			8	10B																							0.0																	
Step -40			7	10B																							0.0																	
Step -41			6	10B																							0.0																	
Step -42			5	10B																							0.0																	
Step -43	-3	E	4	10B																							0.0	Emerging - 6-15%	-3	Expected Year 3														
Step -44			3	10B																							0.0																	
Step -45			2	10B																							0.0																	
Step -46			1	10B																							0.0																	
Step -47			0	10B																							0.0																	
Step -48	-4	D+	3	10B																							0.0	Emerging - 6-15%	-4	Expected Year 2														
Step -49			2	10B																							0.0																	
Step -50			1	10B																							0.0																	
Step -51			0	10B																							0.0																	
Step -52			-1	10B																							0.0																	
Step -53	-5	D	2	10B																							0.0	Emerging - 6-15%	-5	Expected Year 1														
Step -54			1	10B																							0.0																	
Step -55			0	10B																							0.0																	
Step -56			-1	10B																							0.0																	
Step -57			-2	10B																							0.0																	
Step -58	-6	C+	1	10B																							0.0	Emerging - 6-15%	-6	Expected Year 0														
Step -59			0	10B																							0.0																	
Step -60			-1	10B																							0.0																	
Step -61			-2	10B																							0.0																	
Step -62			-3	10B																							0.0																	
Step -63	-7	C	0	10B																							0.0	Emerging - 6-15%	-7	Expected Year -1														
Step -64			-1	10B																							0.0																	
Step -65			-2	10B																							0.0																	
Step -66			-3	10B																							0.0																	
Step -67			-4	10B																																								

Primary National Curriculum NorthStar Grading		Old NC	Secondary Curriculum NorthStar Grading		Reading Age	Prisum Steps	Arbour Points						
0-11months	0-11 beginning						1						
	0-11 developing						2						
	0-11 secure						3						
8-20 months	8-20 beginning						4						
	8-20 developing						5						
	8-20 secure						6						
16-26 months	16-26 beginning					Baseline	7						
	16-26 developing						8						
	16-26 secure					9							
22-36 months	22-36 beginning					Step 1	10						
	22-36 developing					Step 2	11						
	22-36 secure	P1					12						
30-48 months	30-48 beginning					Step 3	13						
	30-48 developing	P2					14						
	30-48 secure	P2				15							
PKS	Emerging	P3				Step 4	16						
		P4					Step 5	17					
		P5				18							
	Developing	P6				Step 6		19					
		P7					20						
		P8					21						
	Year1	Emerging					1c	Core	Emerging		Step 7	22	
												Step 8	23
													24
Developing		1b	Developing		Step 9	25							
						Step 10					26		
											27		
Secure		1a	Secure		Step 11	28							
						Step 12					29		
											30		
Year 2	Emerging	2c	Entry	Emerging		Step 13	31						
							Step 14	32					
								33					
	Developing	2b		Developing		Step 15	34						
							Step 16	35					
								36					
	Secure			Secure		Step 17	37						
							Step 18	38					
								39					
								Step 19	40				
									Step 20	41			
										42			
Step 21			43										
			44										
Step 22			45										

Appendix 3: Baseline and summative assessment guidance for English and Maths

	Baselines	Summative - Terms 2, 4, 6
Maths – Secondary	KS3 test paper “Pearson baseline”	White Rose end of topic tests. 0-20% emerging, 20-80% developing, 80%+ secure
	KS4 Test paper “Pearson Baseline Test A (3)”	Pearson unit tests
Maths- Primary	KS2 End of Block unit test Term 1- WRM	White rose Autumn, Spring and Summer unit tests. 0-20% emerging, 20-80% developing, 80%+ secure
	KS1 End of Block unit test Term 1- WRM	White rose Autumn, Spring and Summer unit tests. 0-20% emerging, 20-80% developing, 80%+ secure
English		
Primary	Initial Phonics assessment. Cold Write activity. (NC writing score)	Writing summative assessment – (photocopy 4 hot writes from the previous term) Place into assessment book. Moderated across the trust. (NC writing score) Phonics Little Wandle phonics assessment end of each term. At phase 5 complete a fluency reading assessment. (phonics level or fluency reading assessment score) Reading Star reader then receive a banded book. (reading age) Cracking comprehension – assessment 3 times a year.
Secondary	Star reader assessment Cold write activity. (GCSE / NC writing score current level)	Reading Star reader assessment term 2, 4, 6. (reading age) Writing- KS3 Hot write from the end of the previous term. (NC writing level hot write) Writing – KS4 Graded “best” assessment work for term 2, 4 and 6 against exam criteria to offer a current GCSE or functional skills grade covering a unit – eg “writing to

		persuade.”
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Appendix 4: Summative assessment guidance in broader subject areas

Subject	KS1	KS2	KS3	KS4
Science	White rose Science – end of unit tests	White rose Science – End of unit tests	White rose Science – End of unit tests	GCSE / FS Biology past paper unit tests
Humanities	End of unit project	End of unit project	End of unit Test	GCSE /FS unit assessments
PSHE	Teacher assessed grade – Jigsaw end of unit KPI assessment.	Teacher assessed grade- Jigsaw end of unit KPI assessment.	Teacher assessed grade - Jigsaw end of unit KPI assessment.	Teacher Assessed grade- Jigsaw end of unit KPI assessment.
PE	Complete PE assessment	Complete PE assessment	Complete PE assessment	GCSE PE unit tests and practical assessment.
ICT				Internal Verification Teacher Based Assessment
Vocational Subjects				Internal Verification Teacher Based Assessment

Appendix 5: Example Progression Lines – Year 3 and 4.

Writing Skills Progression Lines				Steps 22-43 (GCSE 1-4)		 NORTH STAR ACADEMY TRUST
All judgements should be "Professional Teacher Best Fit" and used to inform planning / next steps – Not isolated "Can Do - Matched Tick Lists"						
Scale	Sentence Structure & Punctuation	Text Structure & Organisation	Vocabulary	Planning & Drafting	Evaluating & Editing	
Y3 / Y4	Use fronted adverbials including correct use of commas 'Later that day, I heard the bad news' 'Many years ago Eric sailed to Greenland' Use apostrophes to mark plural possession 'the girls' names, the boys' boots' Secure use of direct speech punctuation, also punctuation within & surrounding inverted commas RELATIVE CLAUSES Develop the use of relative clauses beginning with - who, which, where, that etc Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Secure use of paragraphs to organise ideas around a theme Some attempt to link paragraphs together across a text PARAGRAPHS 1ST & 3RD PERSON Organise narrative into chapters, use structure: intro, build-up, conflict, resolution Use 1st & 3rd person appropriately & consistently throughout the text Writing shows language & structural features of given text-type/genre Use a range of organisational devices sub-headings, bullet points, text layout, possible links to ICT, graphic organisers 'story mountain' Use rhetorical questions to lay emphasis on a point or act as a persuasive device	Vary vocabulary across fiction & non-fiction including technical vocabulary related to the subject Choose nouns or pronouns appropriately for clarity & cohesion & to avoid repetition Select appropriate vocabulary to create settings, characters & plot Effectively use conjunctions, adverbs & prepositions to express time & cause & place Conjunctions...	Compose & rehearse sentences orally specific to the genre/text-type Plan with a clear purpose, audience & form Adjectives Add COLOR to Our Writing Using conjunctions, adverbs and prepositions to express time and cause Enhance the effectiveness of what is written	Evaluate their own & others' writing against set criteria: planning purpose, text structure, language features of the genre/text-type Proofread for spelling & punctuation errors 9 Proofreading Proofreading Proofreading Tips Read aloud their own writing, using appropriate intonation, tone & volume to make the meaning clear. cross-reference to Word list for Y3/4 where appropriate Propose changes to grammar & vocabulary to improve consistency, including accurate use of pronouns in sentences	
Y5 / Y6	Use the perfect form of verbs to mark relationships of time & cause with confidence. 'She has downloaded some songs', 'I had eaten my lunch' Use expanded noun phrases to convey complicated information concisely 'Underneath the dense forest canopy' Use modal verbs or adverbs, indicating possibility 'The ride may be too scary', 'You should look for your little brother' Use relative clauses beginning with who, which, where, when, whose, that or with an implied RELATIVE CLAUSES (i.e. omitted) relative pronoun 'The boy who lives near school', & 'The prize that I won.' Use commas to clarify meaning or avoid ambiguity in writing Use semi-colon, colon & dash to indicate a stronger subdivision of a sentence than a comma Use brackets, dashes, to indicate parenthesis	Use devices to build cohesion Build cohesion in a paragraph - use of pronouns & connectives Use a wide range of presentational & organisational devices to structure text Use mixed text types in writing for a variety of purposes a persuasive letter, instructions written for a giant LINK IDEAS ACROSS PARAGRAPHS Link ideas across paragraphs - use of adverbial phrases for time, place, number or tense choices Writing is effectively controlled across texts - closings refer back to openings In writing narratives describe setting, character & atmosphere Use dialogue to convey character & advance the action	Select appropriate vocabulary to enhance meaning or emphasis in narrative 'The dragon trundled down the path' & 'technical language in non-fiction' 'In 1066 William became King of England', 'The forest canopy' Use descriptive language in order to create setting & character DESRIPTIVE PATTERNED PHRASES Use new vocabulary & patterned phrases from reading/ own experiences to help engage the reader ENGAGE THE READER Take an interest in, enjoy & explore new vocabulary in order to support their writing	Identify the audience & purpose Suggest an appropriate form of writing Use note-making to record ideas using reading & research PLAN WITH CLEAR PURPOSE Plan with a clear purpose, audience & form Why am I writing this? (purpose) Who am I writing this for? (audience) So what sort of writing will suit this purpose? (form) So what style do I need to write in? Independently enhance the effectiveness of writing through read, evaluate & redrafting	Evaluate & edit by proposing changes to vocabulary for meaning, effect & emphasis EDIT / CHANGE Ensure correct subject & verb agreement Present [perform] their writing, if appropriate, using intonation, volume & movement to make the meaning clear Ensure consistent & correct use of tense throughout a piece of writing CONSISTENT USE OF TENSE Evaluate & edit own & others' writing against some set criteria, some of which may be generated by themselves Proofread for grammar spelling & punctuation errors cross-reference to word list for Y5/6 where appropriate.	

Appendix 6: GCSE English language paper 1 marking criteria for writing AQA

SECTION B: WRITING – Assessment Objectives

A05

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

A06

- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

Appendix 7: Secondary Maths test conversion charts using the raw test score from the baseline test.

KS3

Raw Score	Age
5	1E
8	1D
11	1S
14	2E
17	2D
20	2S
23	3E
26	3D
29	3S
32	4E
35	4D
38	4D
41	5E
44	5D
50	5S

KS4: GCSE grades in Arbor for Example

Raw Score	Age
14	1E
18	1D
23	1S

27	2E
31	2D
36	2S
40	3E
44	3D
49	3S
53	4E
57	4D
62	4S
66	5E
70	5D
74	5S
>74	6E

Appendix 8: Lesson Header

	Date		Absent ☐ Out of class ☐ Refusal ☐ Postponed to _____	
	Retrieval activity:			
	Learning Focus:			
	Learning objective: I can			
Success criteria:			Student	Staff
I can			✓ ✓ ✓	✓ ✓ ✓
I can			✓ ✓ ✓	✓ ✓ ✓
I can			✓ ✓ ✓	✓ ✓ ✓
This work was completed: Independently ☐ With some help ☐ With 1:1 support ☐ With emotional support ☐ Scribed ☐				
Absence catch up. (date):			1to1	Focus Group
				^

Teacher feedback:

Appendix 9: Marking feedback rubric

Code	Explanation
SP in the margin Wiggly line under the word	Spelling mistake that requires addressing
VF	Verbal Feedback given
SA	Self-assessment
LM indicated on the lesson header	Live marking has been undertaken during this lesson
Green Pen	Written comments by teacher – work well done
G in the margin	Grammatical error e.g. Tenses
	Missing word
P in the margin	Punctuation error
//	New Paragraph
Purple Pen	Pupil editing work