

Churchwood Assessment Framework Year 1 ~ Year 6

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TEACHER ASSESSMENT using National Curriculum statements on Target Tracker. EYFS Assessment Tracking on Target Tracker.	TEACHER ASSESSMENT using National Curriculum statements on Target Tracker. EYFS Assessment Tracking on Target Tracker.	TEACHER ASSESSMENT using National Curriculum statements on Target Tracker. EYFS Assessment Tracking on Target Tracker.	TEACHER ASSESSMENT using National Curriculum statements on Target Tracker. EYFS Assessment Tracking on Target Tracker.	TEACHER ASSESSMENT using National Curriculum statements on Target Tracker. EYFS Assessment Tracking on Target Tracker.	TEACHER ASSESSMENT using National Curriculum statements on Target Tracker. EYFS Assessment Tracking on Target Tracker.
Rising Stars Progress Tests Maths. Abacus Maths Assessments used as gap analysis tools.	Rising Stars Progress Tests Maths. Abacus Maths Assessments used as gap analysis tools.	Rising Stars Progress Tests Maths. Abacus Maths Assessments used as gap analysis tools.	Rising Stars Progress Tests Maths. Abacus Maths Assessments used as gap analysis tools.	Rising Stars Progress Tests Maths. Abacus Maths Assessments used as gap analysis tools.	Rising Stars Progress Tests Maths. Abacus Maths Assessments used as gap analysis tools.
Reading Rising Stars Progress Tests	Reading Rising Stars Progress Tests	Reading Rising Stars Progress Tests	Reading Rising Stars Progress Tests	Reading Rising Stars Progress Tests	Reading Rising Stars Progress Tests
Writing Rising Stars GPS Progress Tests / Spelling.	Writing Rising Stars GPS Progress Tests / Spelling.	Writing Rising Stars GPS Progress Tests / Spelling.	Writing Rising Stars GPS Progress Tests / Spelling.	Writing Rising Stars GPS Progress Tests / Spelling.	Writing Rising Stars GPS Progress Tests / Spelling.
	Reading Ages Spelling Ages			Reading Ages Spelling Ages	
Science Rising Stars Assessments / NC Banding statements Target Tracker.	Science Rising Stars Assessments / NC Banding statements Target Tracker.	Science Rising Stars Assessments / NC Banding statements Target Tracker.	Science Rising Stars Assessments / NC Banding statements Target Tracker.	Science Rising Stars Assessments / NC Banding statements Target Tracker.	Science Rising Stars Assessments / NC Banding statements Target Tracker.
Computing Assessments updated on NC Banding statements Target Tracker	Computing Assessments updated on NC Banding statements Target Tracker	Computing Assessments updated on NC Banding statements Target Tracker	Computing Assessments updated on NC Banding statements Target Tracker	Computing Assessments updated on NC Banding statements Target Tracker	Everyone Can Curriculum subject assessments NC Banding statements.
DATA on Target Tracker by the end of the penultimate week of term.	DATA on into Target Tracker by the end of the penultimate week of term.	DATA on Target Tracker by the end of the penultimate week of term.	DATA on Target Tracker by the end of the penultimate week of term.	DATA on Target Tracker by the end of the penultimate week of term.	DATA on Target Tracker by the end of the penultimate week of term.
Data Analysis first week of term 2 – Gap Analysis focus / Disadvantaged & All Pupils PPM / Provision Mapping PPM.	Data Analysis first week of term 3 – Gap Analysis focus / Disadvantaged & All Pupils PPM.	Data Analysis first week of term 4 – Gap Analysis focus / Disadvantaged & All Pupils PPM / Provision Mapping PPM.	Data Analysis first week of term 5 – Gap Analysis focus / Disadvantaged & All Pupils PPM.	Data Analysis first week of term 6 – Gap Analysis focus / Disadvantaged & All Pupils PPM / Provision Mapping PPM.	ALL Assessments completed on Target Tracker / Assessment meetings as part of transition work. / Disadvantaged & All Pupils PPM.

Example of National Curriculum Performance Indicator Statements

Computing: Coding

Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
predict the behaviour of simple programs	use logical reasoning to predict the behaviour of simple programs	design, write and debug programs that control or simulate virtual events	decompose programs into smaller parts	design, input and test an increasingly complex set of instructions to a program or device	include use of sequences, selection and repetition with the hardware used to explore real world systems
understand what algorithms are and how they are implemented on digital devices	create simple programs	use logical reasoning to explain how some simple algorithms work	use logical reasoning to detect and correct errors in algorithms and programs	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems	solves problems by decomposing them into smaller parts
	create and debug simple programs		select, use and combine a variety of software, systems and content that accomplish given goals	design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated	create programs which use variables
	debug simple programs by using logical reasoning to predict the actions instructed by the code			design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user	use variables, sequence, selection, and repetition in programs
	understand that programs execute by following precise and unambiguous instructions			use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency	use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently

Bands and Steps

B	Beginning (below the expected EOY age related standard)	<25% statements are achieved
B+	Beginning Plus (below the expected EOY age related standard)	25% statements are achieved and/or 50% statements are working towards
W	Within (below the expected EOY age related standard)	50% statements are achieved
W +	Within Plus (below the expected EOY age related standard)	50% statements are achieved including all of the KPIs and the remaining 50% are at least working towards.
S	Secure (At expected EOY age related standard) and on track for a scaled score of 100+	75% statements are achieved Including all of the KPIs and the remaining 25% are at least working towards.
S+	Secure Plus (Above the expected EOY age related standard- Mastery) and on track for a scaled score of 100+	100% statements are achieved including all of the KPIs with at least 25% at Mastery.

Example of progression

	Year 2 Term 6	Year 3 Term 1	Year 3 Term 2	Year 3 Term 3	Year 3 Term 4	Year 3 Term 5	Year 3 Term 6
Step Progression	2 Secure	2 Secure – Initial progression through Band 3 statements	3 Beginning	3 Beginning Plus	3 Within	3 Within Plus	3 Secure

Progress within Bands and Steps

	Year Group	End of Year Expectation	Baseline – start of Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Termly Attainment	1	1 secure	40 / 60 months	40 / 60 months	1 beginning	1 beginning+	1 within	1 within +	2 secure
Sufficient Progress					1 step	2 steps	3 steps	4 steps	5 steps
Termly Attainment	2	2 secure	1 secure	1 secure +	2 beginning	2 beginning +	2 within / 2 within +	2 secure	2 secure
Sufficient Progress				1 step	2 steps	3 steps	4 steps	6 steps	6 steps
Termly Attainment	3	3 secure	2 secure	2 secure +	3 beginning	3 beginning +	3 within	3within +	3 Secure
Sufficient Progress				1 step	2 steps	3 steps	4 steps	5 steps	6 steps
Termly Attainment	4	4 secure	3 secure	3 secure +	4 beginning	4 beginning +	4 within	4 within +	4 secure
Sufficient Progress				1 step	2 steps	3 steps	4 steps	5 steps	6 steps
Termly Attainment	5	5 secure	4 secure	4 secure +	5 beginning	5 beginning +	5 within	5 within +	5 secure
Sufficient Progress				1 step	2 steps	3 steps	4 steps	5 steps	6 steps
Termly Attainment	6	6 secure	5 secure	5 secure +	6 beginning	6 beginning +	6 within / 6 within +	6 secure	6 secure
Sufficient Progress				1 step	2 steps	3 steps	4 steps	6 steps	6 steps