



Holbrook Primary School
'Our Journey to Success,
Working together to be the BEST!



Assessment Policy 2014

Rationale

At Holbrook Primary School we believe that assessment should be:

- Explicit in expectation
- Support teaching and learning
- Raise expectations

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. All staff are regularly trained in our approach to assessment and we have a senior leader who is responsible for assessment across the school.

The principles of effective assessment practice:

Any type of assessment should....

Give reliable information to parents about how their child and their child's school is performing through:

Allowing meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents

Providing information which is transferable and easily understood and covers both qualitative and quantitative assessment and is consistent

Differentiating attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling

Ensuring data is reliable and free from bias

Help drive improvement for pupils and teachers by:

Linking assessment to improving the quality of teaching and setting ambitious targets

Ensuring feedback to pupils contributes to improved learning and is focused on specific and tangible objectives

Producing recordable measures which can demonstrate comparison against expected standards and reflect progress over time

Ensuring assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Make sure the school is keeping up with external best practice and innovation through:

Using assessment materials that are created in consultation with those delivering best practice locally and are created in consideration of, and are benchmarked against, international best practice

Our method of assessment

- Assessment serves many purposes, but the **main** purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using some external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is **expected** to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and Sheffield STAT tracking grids.
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally **expected** to have mastered by the end of each year.
- The achievement of each pupil is assessed against all the relevant criteria throughout the year and recorded onto Otrack 4 times through the school year (see school calendar).
- Each pupil is assessed as either '**beginning**', '**developing**' or '**secure**' at each relevant criterion contained in our expectations for that year.
- Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria in that subject for the next year. For those pupils meeting and exceeding the expected standards, we provide more challenging work.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated termly by colleagues in school and by colleagues in other schools to make sure our assessments are *fair, reliable and valid*.
- P-levels will still be used to assess children who working pre-Y1 expected (Step 16)

Our use of assessment

At Holbrook teachers will use the outcomes of our assessments to **summarise** and **analyse** attainment and progress for their pupils and classes. They will then use this data to **plan the learning** for every pupil to **ensure they meet or exceed expectations**. Teachers and leaders **analyse the data** across the school to ensure that **pupils identified as vulnerable or at particular risk** at Holbrook are **making appropriate progress** and that all **pupils are suitably stretched**. **Ongoing dialogue** to parents about their **child's attainment and achievement** is crucial to ensuring children make the best progress at Holbrook. We report to parents formally through mid-year pupil progress reports, end of year reports and parent consultations. Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next. We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Transition between key stages

Early Years into Key Stage 1

Assessment in Early Years Foundation Stage tends to differ from Key Stage 1 onwards in several ways. Summative assessment usually reflects the age and stage a pupil is working within, as opposed to that which has been attained.

Although there are specific areas of learning for reading and writing in early years there are also other prime areas of learning that are relevant to both, eg *Communication & Language: Understanding* and *Physical Development: Moving & Handling* respectively.

Mathematics spans two aspects – *Numbers* and *Shape, Space & Measures*. These are considered separately, not as an overall attainment in mathematics.

The transition grids draw together all the related areas of learning from Early Years Foundation Stage for reading, writing and mathematics and allow teachers to make an overall judgement of which step has been

attained. Once a transition assessment has been made, this can be recorded and used to baseline future assessments, using any of the subject planning and assessment grids.

What we assess and when

Area of assessment <u>NB Formative assessment is ongoing</u>	Summative assessment frequency	Method of assessment	Tracking
English Reading Writing Spelling, Grammar and Punctuation	Every eight weeks	Sheffield STAT tracker	Otrack
Maths	Every eight weeks	Sheffield STAT tracker	Otrack
Foundation subjects	Every eight weeks	Skills grids Summative skills assessment statements	Skills grids
Phonics	Every eight weeks	RWi phonics assessment	RWi phonics tracking documents

Moderation

Moderation and standardisation is a key feature of successful assessment. At Holbrook this is done throughout the year and at every assessment point, between classes, across school and with other schools to ensure reliable, fair and accurate data.

End of KS1 and KS2 assessment

A teacher assessment at the end of key stage 1 in mathematics; reading; and, writing, informed by pupils’ scores is externally-set but internally-marked (writing will be partly informed by the grammar, punctuation and spelling test); and teacher assessment of speaking and listening and science

National tests at the end of key stage 2 in: mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of mathematics, reading, writing, and science.

For the academic year 2014 – 2015, Year 2 and Year 6 will be assessed and report using the National Curriculum levels.

How do we track achievement?

The Assessment Scale

The Sheffield Assessment Scale is based on progressive learning benchmarked on a continuous curriculum from *Development Matters* (Early Education, 2012) into *The National Curriculum in England* (DfE, 2013).

Learning steps and pupil progress

The curriculum has been divided into learning steps. There are 3 steps for each chronological year. Each of the 3 steps within one curriculum year is described as **Beginning**, **Developing** and **Secure**. Pupils can be assessed as being on any step at any time regardless of their actual age.

Over a period of one year a typical pupil would therefore take 3 steps forward. This would be **expected** progress.

Attainment: good level of development – age typical

If pupils are assessed as being on the **typical step** for their age at a particular time of year, *eg, step 18 (Secure Y1) at the end of the summer term in Year 1*, they will be at a Good Level of Development (GLD).

Tracking children's attainment and measuring progress – English and Mathematics

The grids will support planning to address gaps in learning. They will allow staff to know:

- where pupils / groups of pupils are in their learning;
- whether pupils / groups of pupils are on track for targets;
- how much progress is being made over time.

Key Performance Indicators (KPIs)

We believe that if not embedded, some skills within a subject will hinder children progressing at a later stage. These skills are hierarchical. They are considered as *essential* aspects for pupils to understand if the final step on a planning grid (**secure**) is to be awarded. In the English-related planning and assessment grids this means they **must be evidenced** at the embedded level. In mathematics they must be acquired.

The starting point with the grids is dependent on the ability of the child e.g. a child who has left Year 1 at secure (Step 18) will start Year 2 working towards Step 19 on the Year 2 grid. For a child who is not secure at Year 1 they will continue at the relevant step on the Year 1 grid. Grids will be passed up to the next teacher.

Assessing pupils who are newly arrived

Pupils new to English may briefly appear pre step 16 so Sheffield Achievement Survey levels 1-4 have been mapped onto the assessment grids. This does not reflect learners' cognitive ability. Listening and Speaking, crucial to language learning, is important to record, particularly in the early stages of English language acquisition. Learners can have uneven levels of progress and these two skills often precede reading and writing.

Reporting tracking using the grids

A pupil is not required to demonstrate a statement on a specific number of occasions for them to be assessed as having achieved it. However, they should be able to demonstrate and apply the skill or knowledge independently, where appropriate in a different subject or context. Problems and texts should be age-related to the grid from which they are derived.

English (Writing, SPAG, Reading):

- Writing and the Spelling, Grammar and Punctuation grids will be used for *each individual* child, however one reading grid will be used to represent a similar ability group of *between 5 and 6* children.
- For a more rounded and accurate judgement, all of the English based grids have 3 'boxes' alongside each statement, in which to enter a star. This is in recognition that objectives can only be met over a period of time, *eg, listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.*
- The Literary Spine and Guided Reading Book Banding system, which is used alongside our school curriculum, will ensure that readers can access texts appropriate at the **expected** stage.
- Stars in boxes use a three phase approach within each statement to indicate **depth of understanding**. These can be thought of as **'Beginning (B), 'Progressing (P)' and 'Embedded (E)'**.
- Teachers will use professional judgement as to when to indicate each of these small milestones of progress within a statement.
- Counting stars allows greater *flexibility and accuracy* in arriving at a summative assessment judgement, especially for the Entering and Developing phases.
- Steps 22-27 grids (from lower key stage 2) and Steps 28-33 grids (from upper key stage 2) in reading and writing this is particularly important because *pupils are not expected to achieve the criteria outcomes until the second year of a two-year programme.*

- Each box must be completed with a star before the next star is awarded. The stars are **cumulative** and all stars **must be** included in the total for each step e.g. B and P will equal 2 stars.

Mathematics:

- One mathematics grid will be used to represent a similar ability group of *between 5 and 6* children.
- The number of statements routinely required for a step to be achieved is given for consistency and moderation purposes.
- A step should only be awarded if achievement is spread across a range of different areas of learning.
- For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Recording and Reporting progress

Year group	SSAT Step	Expected progress			Recording on Otrack for an expected child		
		Autumn	Spring	Summer	Autumn	Spring	Summer
Y1	Steps 16 – 18*	Step 16	Step 17	Step 18	B1	D1	S1
Y2	Steps 19 - 21*	Step 19	Step 20	Step 21	B2	D2	S2
Y3	Steps 22 - 24*	Step 22	Step 23	Step 24	B3	D3	S3
Y4	Steps 25 - 27*	Step 25	Step 26	Step 27	B4	D4	S4
Y5	Steps 28 – 30*	Step 28	Step 29	Step 30	B5	D5	S5
Y6	Steps 31 – 34*	Step 31	Step 32	Step 33	B6	D6	S6

Additional information:

* B (Beginning), D (Developing) and S (Secure)

*denotes what is **expected** for each year group

**children exceeding expectations:*

e.g. A year 2 child who has exceeded Step 21 and moved to step 22 in the Summer term would be recorded as B3

Assessment, Moderation and Reporting Procedures September 2014 – July 2015

Date	Ongoing assessment to inform judgments and standards throughout year	Assessment process	Reporting	Notes	
September 2014				Pupil Progress Meetings	RAP's compiled
22 nd – 25 th September 2014			Baseline assessment completed by 25.09.14	Early Years Parent's Evening	Learning Journals updated and baseline assessment completed to inform planning
w.c 20 th October 2014			Year group Moderation	Summative Assessment and Reporting and entered on Otrack	Year leaders report to SLT that judgements secure Data on Otrack Data analysis including key groups RAPs updated
w.c 3 rd November				Parents Evening Years 1-6	Share achievement and attainment
w.c. 11 th November				Pupil Progress Meetings	RAP's reviewed
w.c 1 st December 2014			ELT Moderation		
w.c. 6 th January 2015				Pupil Progress Meetings	RAP's reviewed
w.c. 19 th January 2015				Summative Assessment and Reporting and entered on Otrack	Data on Otrack Data analysis including key groups RAPs updated
w.c 2 nd February 2015				Parents Evening Years 1-6	Share achievement and attainment
w.c 3 rd March 2015				Pupil Progress Meetings	RAP's reviewed

w.c. 23 rd March 2015			Summative Assessment and Reporting and entered on Otrack	Data on Otrack Data analysis including key groups RAPs updated
w.c 31 st March			Pupil Progress Meetings	RAP's reviewed
w.c 1 st April 2015			Year 2 and 6 Parents Evening	Share achievement and attainment
21 st April 2015			Pupil Progress Meetings	RAP's reviewed
April 2015		Moderation		Cross school moderation
April 2015		Moderation		ELT moderation
w.c 4 th May			Parents Evening Years 1,3,4,5	Share achievement and attainment
May 2015		TESTING	KS1 and KS2 testing	
w.c. 2 nd June			Pupil Progress Meetings	RAP's reviewed
w.c. 22 nd June 2015			Summative Assessment and Reporting and entered on Otrack	Data on Otrack Data analysis including key groups RAPs updated
w.c.26 th June 2015			Pupil Progress Meetings	RAP's reviewed and reported to next year group
w.c. 13 th July 2015			Open Evening and reports	Format modified to address expected

Reading

Steps 16 to 18		Reading: Planning and Assessment from National Curriculum Year 1			Total Stars 81	10 KPIs
Step 15 must have been attained.	Step	16, Entering Y1	17, Developing Y1	18, Secure Y1		The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. Texts should be age-related to Year 1.
	Typical attainment time	Autumn Y1	Spring Y1	Summer Y1		
	Stars routinely required	22	43	65, including all underlined KPIs with 3 stars.		

Steps 19 to 21		Reading: Planning and Assessment from National Curriculum Year 2			Total Stars 78	13 KPIs
Step 18 must have been attained	Step	19, Entering Y2	20, Developing Y2	21, Secure Y2		The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. Texts should be age-related to Year 2.
	Typical attainment time	Autumn Y2	Spring Y2	Summer Y2		
	Stars routinely required	21	42	62, including all underlined KPIs with 3 stars.		

Steps 22-27		Reading: Planning and Assessment from National Curriculum Lower Key Stage 2					Total Stars 60	10 KPIs for Step 27
Step 21 must have been attained	Step	22, Entering Y3	23, Developing Y3	24, Secure Y3	25, Entering Y4	26, Developing Y4	27, Secure Y4	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable. Texts should be age-related, ie, if the grid is being used for a pupil working at curriculum year 3, texts should be Y3 appropriate. Year 3 pupils would not typically reach the embedded stage during their Y3 year. All statements represent typical attainment at the end of Year 4.
	Typical attainment time	Autumn Y3	Spring Y3	Summer Y3	Autumn Y4	Spring Y4	Summer Y4	
	Stars routinely required	8	16	24	32	40	48, including all underlined KPIs with 3 stars.	

Steps 28 to 33		Reading: Planning and Assessment from National Curriculum Upper Key Stage 2					Total Stars 75	8 KPIs for Step 33
Step 27 must have been attained	Step	28, Entering Y5	29, Developing Y5	30, Secure Y5	31, Entering Y5	32, Developing Y5	33, Secure Y5	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable. Texts should be age-related, ie, if the grid is being used for a pupil working at curriculum year 5, texts should be Y5 appropriate. Year 5 pupils would not typically reach the embedded stage during their Y5 year. All statements represent typical attainment at the end of key stage 2.
	Typical attainment time	Autumn Y5	Spring Y5	Summer Y5	Autumn Y6	Spring Y6	Summer Y6	
	Stars routinely required	10	20	30	40	50	60, including all underlined KPIs with 3 stars.	

Writing

Steps 16 to 18		Writing: Planning and Assessment from National Curriculum Year 1			Total Stars 33	3 KPIs
Step 15 must have been attained	Step	16, Entering Y1	17, Developing Y1	18, Secure Y1		The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y1	Spring Y1	Summer Y1		
	Stars routinely required	9	18	26, including all underlined KPIs with 3 stars.		
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.						

Steps 19 to 21		Writing: Planning and Assessment from National Curriculum Year 2			15 Statements	4 KPIs
Step 18 must have been attained	Step	19, Entering Y2	20, Developing Y2	21, Secure Y2		The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y2	Spring Y2	Summer Y2		
	Stars routinely required	12	24	36, including all underlined KPIs with 3 stars.		
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.						

Steps 22 to 27		Writing: Planning and Assessment from National Curriculum Lower Key Stage 2					Total Stars 39	4 KPIs for Step 27
Step 21 must have been attained	Step	22, Entering Y3	23, Developing Y3	24, Secure Y3	25, Entering Y4	26, Developing Y4	27, Secure Y4	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding and development of skills, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.
	Typical attainment time	Autumn Y3	Spring Y3	Summer Y3	Autumn Y4	Spring Y4	Summer Y4	
	Stars routinely required	5	10	16	21	26	31, including all underlined KPIs with 3 stars.	
Year 3 pupils would not typically be secure in the statements below in their Y3 year. Statements are taken from lower key stage 2 and would be typically embedded by the end of Year 4.								

Steps 28-33		Writing: Planning and Assessment from National Curriculum Upper Key Stage 2					Total Stars 63	6 KPIs for Step 33
Step 27 must have been attained	Step	28, Entering Y5	29, Developing Y5	30, Secure Y5	31, Entering Y6	32, Developing Y6	33, Secure Y6	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding and development of skills, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.
	Typical attainment time	Autumn Y5	Spring Y5	Summer Y5	Autumn Y6	Spring Y6	Summer Y6	
	Stars routinely required	8	17	25	34	42	50, including all underlined KPIs with 3 stars.	
Year 5 pupils would not typically be secure in the statements below in their Y5 year. Statements are taken from upper key stage 2 and would be typically embedded by the end of Year 6.								

Spelling, Punctuation and Grammar

Steps 16 to 18 Spelling, Punctuation & Grammar: Planning and Assessment from National Curriculum Year 1 Total Stars 61 5 KPIs						
Step 15 must have been attained	Step	16, Entering Y1	17, Developing Y1	18, Secure Y1		The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y1	Spring Y1	Summer Y1		
	Stars routinely required	15	31	48, including all underlined KPIs with 3 stars.		

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Steps 19 to 21 Spelling, Punctuation & Grammar: Planning and Assessment from National Curriculum Year 2 Total Stars 60 7 KPIs						
Step 18 must have been attained	Step	19, Entering Y2	20, Developing Y2	21, Secure Y2		The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y2	Spring Y2	Summer Y2		
	Stars routinely required	16	32	48, including all underlined KPIs with 3 stars.		

To gain Step 21, pupils should demonstrate and apply skills independently in a variety of contexts and across a range of curriculum areas where appropriate.

Steps 22 to 24 Spelling, Punctuation & Grammar: Planning and Assessment from National Curriculum: Lower Key Stage 2 Total Stars (34)* 5 KPIs							
Step 21 must have been attained	Step	22, Entering Y3		23, Developing Y3		24, Secure Y3	
	Typical attainment time	Autumn Y3		Spring Y3		Summer Y3	
	Stars routinely required	2 Spelling	7 VGP	5 Spelling	14 VGP	7 Spelling	22 VGP, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. * Total stars includes only half of the Transcription – Spelling stars to take into account that this section continues into Year 4.

Year 3 pupils would not typically achieve the spelling statements during their Y3 year. Attainment of the embedded statements would be typical for Year 4 pupils in the summer of Year 4.

Steps 25 to 27 Spelling, Punctuation & Grammar: Planning and Assessment from National Curriculum Lower Key Stage 2 Total Stars 45 5 KPIs						
Step 24 must have been attained	Step	25, Entering Y4	26, Developing Y4	27, Secure Y4		The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given as guidance for consistency and moderation purposes.
	Typical attainment time	Autumn Y4	Spring Y4	Summer Y4		
	Stars routinely required	24	30	36, including all underlined KPIs with 3 stars.		

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Steps 28 to 30 Spelling, Punctuation & Grammar: Planning and Assessment from National Curriculum Upper Key Stage 2 Total Stars (41)* 4 KPIs							
Step 27 must have been attained	Step	22, Entering Y5		23, Developing Y5		24, Secure Y5	
	Typical attainment time	Autumn Y5		Spring Y5		Summer Y5	
	Stars routinely required	3 Spelling	8 VGP	6 Spelling	16 VGP	8 Spelling	24 VGP, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding and development of skills, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable. * Total stars includes only half of the Transcription – Spelling stars to take into account that this section continues into Year 6.

Year 5 pupils would not typically be secure in the statements below in their Y5 year. Statements are taken from upper key stage 2 and would be typically embedded by the end of Year 6.

Steps 31 to 33 Spelling, Punctuation & Grammar: Planning and Assessment from National Curriculum Upper Key Stage 2 Total Stars 54 6 KPIs						
Step 30 must have been attained	Step	31, Entering Y6	32, Developing Y6	33, Secure Y6		The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y6	Spring Y6	Summer Y6		
	Stars routinely required	29	36	43, including all underlined KPIs with 3 stars.		

Maths

Steps 16 to 18		Mathematics: Planning and Assessment from National Curriculum Year 1			27 Statements	12 KPIs
Step 15 must have been attained	Step	16, Entering Y1	17, Developing Y1	18, Secure Y1	The number of statements routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.	
	Typical attainment time	Autumn Y1	Spring Y1	Summer Y1		
	Statements routinely required	7	14	22, including all underlined KPIs		
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.						

Steps 19 to 21		Mathematics: Planning and Assessment from National Curriculum Year 2			43 Statements	13 KPIs
Step 18 must have been attained	Step	19, Entering Y2	20, Developing Y2	21, Secure Y2	The number of statements routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.	
	Typical attainment time	Autumn Y2	Spring Y2	Summer Y2		
	Statements routinely required	11	23	34, including all underlined KPIs		
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.						

Steps 22 to 24		Mathematics: Planning and Assessment from National Curriculum Year 3			43 Statements	20 KPIs
Step 21 must have been attained	Step	22, Entering Y3	23, Developing Y3	24, Secure Y3	The number of statements routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.	
	Typical attainment time	Autumn Y3	Spring Y3	Summer Y3		
	Statements routinely required	11	23	34, including all underlined KPIs		
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.						

Steps 25 to 27		Mathematics: Planning and Assessment from National Curriculum Year 4			43 Statements	15 KPIs
Step 24 must have been attained	Step	25, Entering Y4	26, Developing Y4	27, Secure Y4	The number of statements routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.	
	Typical attainment time	Autumn Y4	Spring Y4	Summer Y4		
	Statements routinely required	12	23	34, including all underlined KPIs		
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.						

Steps 28 to 30		Mathematics: Planning and Assessment from National Curriculum Year 5			53 Statements	17 KPIs
Step 27 must have been attained	Step	28, Entering Y5	29, Developing Y5	30, Secure Y5	The number of statements routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.	
	Typical attainment time	Autumn Y5	Spring Y5	Summer Y5		
	Statements routinely required	14	28	42, including all underlined KPIs		
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.						

Steps 31 to 33		Mathematics: Planning and Assessment from National Curriculum Year 6			51 Statements	17 KPIs
Step 30 must have been attained	Step	31, Entering Y6	32, Developing Y6	33, Secure Y6	The number of statements routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.	
	Typical attainment time	Autumn Y6	Spring Y6	Summer Y6		
	Statements routinely required	14	27	41, including all underlined KPIs		
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.						