



Queen's Park Mission Statement

Bravely navigate a changing world—with curiosity, confidence, and joy.

Queen's Park Vision

Our children love coming to school. They experience success through strong, trusting relationships, a deep sense of belonging, positive connections with others, and the courage to challenge themselves.

We celebrate the strength of our diverse community. We create a safe, welcoming environment where every child is seen, heard, and truly valued. Learning is exciting and challenging, with plenty of opportunities to explore new ideas, aim high, and discover individual talents.

We encourage children to ask big questions, stand up for what they believe, and understand different perspectives.

Together with families, we help children develop the knowledge, skills, and character they need to thrive in a changing world. We want every child to feel proud of who they are—and brave enough to shape a better future.

Queen's Park Values

Kindness - Integrity - Excellence - Collaboration

Assessment Policy

Date	May 2026
Review Date	May 2027



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1. Key Principles for Assessment

Assessment is integral to high-quality teaching and learning. All assessments used to inform decisions about pupil learning is high-quality and purposeful.

Across our school, we will ensure that:

- Assessment is fair, inclusive and free from bias.
- Assessment complies with National Curriculum expectations.
- Assessment procedures are transparent.
- Assessment secures high expectations for all.
- Assessment is appropriate to age, task and desired information.
- Assessment is accurate and consistent.
- Assessment supports school evaluation
- Assessment outcomes provide meaningful and understandable information for pupils, parents and school staff

Before assessing pupils, we consider these three steps:

1. The construct: We identify the specific knowledge, skills or understanding (drawn from the curriculum) that we intend to assess
2. The end use: We identify what we want to do - the interpretation, the decision or action - with the information generated by the assessment process
3. The best tool: We identify the most appropriate, effective and efficient way to assess in each instance

(Evidence based education)

2. Approaches to Assessment

At Queen's Park we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment:

- Assessment ***for*** Learning - in-school formative assessment
- Assessment ***of*** Learning in-school summative assessment and nationally standardised summative assessment
- Assessment ***as*** Learning – effective use of retrieval practice as part of the learning process

Validity

To ensure staff are able to infer relevant findings from assessments we ensure the assessments are fit for purpose and that there are no barriers to performance outside of the intended measure e.g. language or fine motor control.

As a leadership team, we ensure the marking ranges used in standardised assessments are appropriate and meaningful through regular evaluation.

Reliability

Assessment Policy

To increase reliability of assessments we;

- participate in standardisation activities
- use exemplars
- participate in unnamed moderation
- participate in moderation within the cluster
- participate in moderation across the city

- **Value**

Before assessing pupils, we consider the value the assessment will offer to the teaching and learning experiences of our pupils.

“It is well-designed, purposeful, planned assessments which bridges the gap between teaching and learning.”

(Evidence-Based Education,2021)

- **Celebration**

We celebrate progress. Assessment enables pupils to see the distance they have travelled and this is deeply rewarding for them.

- **In-School Formative Assessment**

Effective in-school formative assessment enables:

- **Staff** to effectively design powerful learning experiences which maximise progress within and between lessons. All staff use assessment to provide timely, effective intervention through both support and challenge
- **Pupils** to use self and peer assessment to measure their knowledge and understanding against learning objectives and by using success criteria to identify areas in which they need to improve. It demonstrates the knowledge and skills to be retained for later retrieval
- **Parents** to gain a broad picture of their child’s strengths and next steps in learning.

Day-to-day in-school formative assessment:

- Diagnostic assessment
- High-quality conversation
- Effective questioning
- Listening
- Observing (process over product)
- Use of mini whiteboards
- Marking of pupils’ work – including with the pupils
- Live feedback
- Low stakes quizzing

In-School Formal Summative Assessment

Assessment Policy

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Staff** to evaluate learning at the end of a unit or period and employ question level analysis to inform future learning
- **Teachers** to review 'Data, So What?' Action Plans termly.
- **Pupils** to understand how well they have learned and understood a topic/unit. It should be used to provide feedback on how they can improve. It enables pupils to develop a growth mindset and overcome the fear of 'testing'
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Multiplication times tables check at year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

3. Reporting to Parents

Teachers will report pupils' attainment levels at parent consultations, including SEN consultations. End of year levels will also be put onto the end of year pupil report to parents, which will also include:

- How pupils have achieved in relation to the Key Performance Indicators and areas for development in the form of 'Next Steps' in reading, writing and maths.
- Arrangements for discussing the report with the pupil's teacher if necessary
- Along with the end of year report to parents, an attendance record will also be enclosed, providing parents with:
 - The total number of possible attendances for that pupil, and

Assessment Policy

- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade

4. Feedback for Learning – refer to the Feedback for Learning Policy

5. Target Setting Overview

Targets are set at the beginning of the year for all year groups as part of the 'Data, So What?' and appraisal process. They will be set for Communication and Language, Reading, Writing and Maths and these are subsequently reviewed termly through Pupil Progress Meetings (PPM).

Assessment Tests

At the end of the autumn, spring and summer terms, a standardised test will be administered to support teacher assessment and provide pupils with the opportunity for test practice. It will not solely form the basis of assessment, but will complement the other strands of assessment that are carried out. All end of term tests must be marked by the class teacher to support question level analysis (QLA), ensure clarity over errors vs. misconceptions and focus on process over product.

All results and any QLA are passed to the next year group to support transition.

6. Procedures

After data week, the following should be updated before the pupil progress meeting (PPM).

Reception

Communication and language
 Personal, Social and emotional Development
 Physical Development
 Literacy
 Mathematics

Year 1 – Year 6

- Reading
- Writing
- Maths

All assessments are updated 3 times per year, at the end of each term. Reception data is updated during the first half of each term and finally for GLD in the Summer Term.

An additional baseline assessment is conducted upon entry to reception.

SLT, teachers and support staff analyse this data and discuss support allocated to pupils at termly PPMs.

Phonics

Children who are learning within the phonics programme will be assessed half-termly regardless of year group.

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Pupil Groups

SLT, Subject Leaders and Teachers must track progress across the subject areas and focus on analysing outcomes by pupil group.

Average 'On Track' Progress and end of year expectations

Year	Entry	Autumn	Spring	Summer
R	40b	40b+	40 S	GLD
1	GLD	1b	1w	1s
2	End of Y1	2b	2w	2s
3	End of Y2	3b	3w	3s
4	End of Y3	4b	4w	4s
5	End of Y4	5b	5w	5s
6	End of Y5	6b	6w	6s

7. Pupil Progress Meetings

Termly Pupil Progress Meetings allow tracking of attainment and progress for all significant groups and individuals. Teachers will add termly data for Reading, Writing and Maths following the guidance in Appendix 1.

Based on robust data analysis and discussions with teachers, Tier 1 (Appendix 2) and Tier 2 (Appendix 3) support will be identified for pupils. During Pupil Progress meetings, teachers select from a suggested menu of Tier 1 and Tier 2 supports, which is not an exhaustive list.

Reports

The following reports, on Arbor, should be used to support dialogue at PPMs and to track with a focus on pupil groups:

Attainment Dashboard

File path – Students > Assessments > Summative Tracking > Analysis > Overview Dashboard

Combined Reading, Writing and Maths data can be analysed through this report. Selecting the whole school combined allows for analysis of Year Group combined data.

Selecting the individual subjects allows analysis of whole reading, writing or maths data.

Useful for – Comparing whole school combined data and whole school subject data.

Attainment Over Time

File path – Students > Assessments > Summative Tracking > Analysis > Attainment over Time

Assessment Policy



Using the green toolbar at the top of the screen...

2025/2026
Reading - Fluency
Beetles
Current students only
TA

Year group

Select the year group or class (students in) and the subject (assessment) from the dropdown menus:

✕

Settings: Attainment over Time

✕

Filters

Academic year* ✕ ▼

Students in... ▼

...who are also in... ▼

...and also in... ▼

Only current students Don't include students who have left school already

Assessment* ✕ ▼

Grade set* ✕ ▼

Display Options

Cancel Save Changes

For further analysis, scroll to the Display Options section. Select '...and also group by' and then 'demographic vs inverse' to see the attainment of various pupil groups; including male/female and PP/Non. Selecting 'display pupil names?' provides specific pupil details at each attainment level.

✕

Settings: Attainment over Time

✕

...and also in... ▼

Only current students Don't include students who have left school already

Assessment* ✕ ▼

Grade set* ✕ ▼

Display Options

Group by ✕ ▼

...and also group by ▼

Display student names?

Display Baselines?

Cancel Save Changes



Select the coloured bars to see the names of pupils in each attainment band:

Attainment over Time

2025/2026 Reading - Fluency Beetles Current students only TA

Year group

RS 2S 2S+ 3B 4B 4S 5B 5B+

Students in Year 5 (%)



Moving from 'Chart View' to 'Table View' provides a list of names instead of the coloured bars.

Selecting Year R, allows assessments from the EYFS Curriculum areas and further analysis of Year R attainment.

Useful for – Comparing attainment of different pupil groups

Progress Data

File path – Students > Assessments > Summative Tracking > Mark Entry > Mark Sheet

Select the class or year group and subject by clicking on the green toolbar:

Markbook - Reading - Fluency

19 Dec 2025 Reading - Fluency (User Defined Assessment) Beetles TA



Settings: Input Marks

Filters

Date* 19th Dec 2025

Students in... Beetles

...who are also in...

...and also in...

Assessment* Reading - Fluency

Standardised assessments

Grade set* TA (Default)

Display

Cancel Save Changes

Scroll to 'Display' and select 'show current vs baseline' to show Autumn progress from the previous year:

Settings: Input Marks

Predicted mark

Final target

Aspirational target

Mark comment

Show display grade sets

Show RANK order

Show Current vs Baseline

Show Current vs Year target

Show Current vs Predicted

Show Current vs Previous

Cancel Save Changes

Select 'Show current vs previous' to show progress between in year data points/terms.

Settings: Input Marks

Predicted mark

Final target

Aspirational target

Mark comment

Show display grade sets

Show RANK order

Show Current vs Baseline

Show Current vs Year target

Show Current vs Predicted

Show Current vs Previous

Cancel Save Changes

Assessment Policy

Pupils' current assessment and the points of progress from the last assessment point can be viewed in this marksheet:

Academic Y...	Autumn 2	Academic Y...	Autumn 2
Baseline	Readi...	Year T...	Curren...
4S	5B	5S	2
2S+	3B	5S	1
RS	RS	5S	0
4S	5B+	5S	3
4S	5B	5S	2

Useful for – Checking progress for pupils over time

Combined Headlines

File Path - Assessment > Summative Tracking > Analysis > Overview Dashboard > All Measures

🔍 📅 19 Dec 2025 👤 All students 👤 Current students only ⚙️ Settings

Headlines

All Measures

Select the measure to analyse by clicking on the percentage:

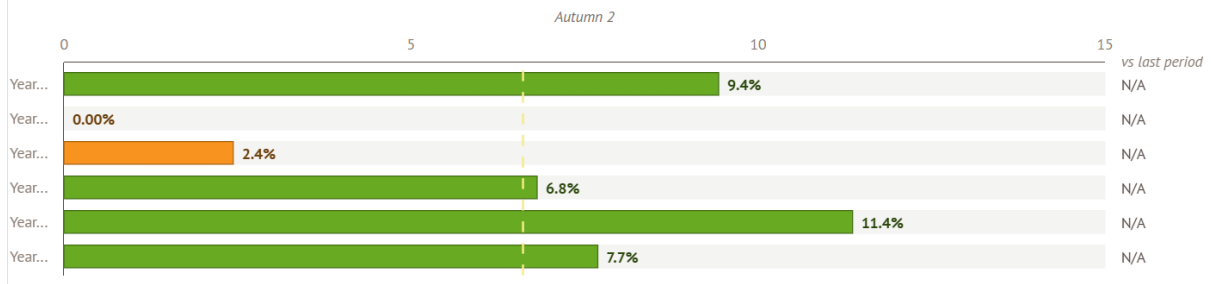
Yr1-6 Reading and Maths Autumn 2 Expectation (B) Writing not met	6.6%
Yr1-6 Reading and Maths Autumn 2 Not Met (B)	24.5%
Yr1-6 Reading and Writing Autumn 2 Expectation (B) Maths not met	1.9%
Yr1-6 Reading, Writing and Maths Not Met Autumn 2 (B)	26.1%
Yr1-6 Writing and Maths Autumn 2 Expectation (B)	44.4%
Yr1-6 Writing and Maths Autumn 2 Expectation (B) Reading Comprehension not met	0.78%
Yr1-6 Writing and Maths Autumn 2 Expectation (B) Reading Fluency not met	1.9%
Yr1-6 Writing and Maths Autumn 2 Expectation (B) Reading not met	0.78%
Yr1-6 Writing and Maths Autumn 2 Not Met (B)	34.6%

Assessment Policy

« Back

Yr1-6 Reading and Maths Autumn 2 Expectation (B) Writing not met

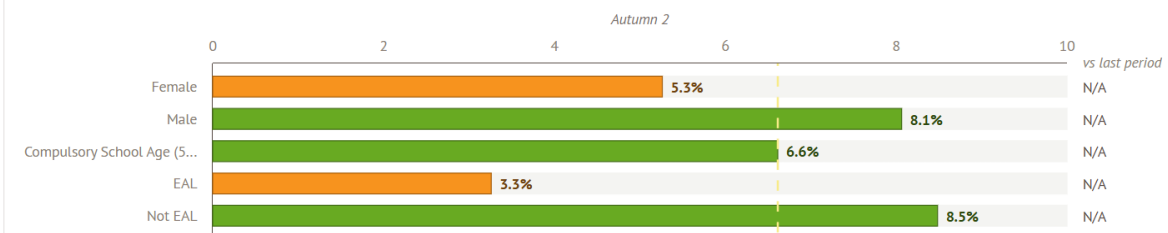
By Year Group

 Comparison
 In Year Trend
Benchmark: All students (6.6%)

Clicking on the Year Group bar reveals the names of pupils who are met in two areas and not met in one area.

Further analysis by demographic group is provided below the Year Group table.

By Demographic

 Comparison
 In Year Trend
Benchmark: All students (6.6%)

By selecting one Year Group through the green toolbar, you can see the demographic data for that year group.

Useful for – Seeing who needs what subject to be on track for combined (RWM)

Statutory Data Drop for End of Key Stage Data

Reception

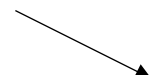
At the end of the reception year, the reception team update Arbor with the outcomes for all areas of learning in reception **1 week prior** to the Local Authority Deadline.

Setting up the Marksheet

To set up the marksheet, click:

Students > Assessments > DfE Assessments > Mark Entry

Find 'Foundation Stage Profile' and click Add:





Foundation Stage Profile

+ Add

Complete the box 'students' with Year R from the drop down selection

Add today's date

Click 'Set up Assessments'

Setup Assessments

Template Foundation Stage Profile

Academic year 2024/2025

Students* ▼

Assessment date*

Students with SEN only

Cancel
Setup assessments

The marksheet for reception will then show up on the screen:

Foundation Stage Profile + Add

18 Jun 2025 Year R ▶

Click on the marksheet and then select 'Input Marks'.

This will show the marksheet with each area.

Teachers can bulk action all children to number 2 (Met) for each area.

Next, go through and change any child who has not met the expected standard to 1 (Not met) for each area.

Confirm that the sheet is complete to the headteacher and office team.

The headteacher will check the marksheet and ask the office team to send the data off to the LA via SENDIT.

Year 1 Phonics Screening + Year 2 retakes

At the end of year 1, the phonics lead updates Arbor with the outcomes for phonics screening **1 week prior** to the Local Authority Deadline.

Setting up the Marksheet

To set up the marksheet, click:



Students > Assessments > DfE Assessments > Mark Entry

Find 'KS1 Phonics Screening Check' and click Add:

KS1 Phonics Screening Check


+ Add

Complete the box 'students' with Year 1 from the drop down selection



Add today's date



Click 'Set up Assessments'

Setup Assessments

Template  KS1 Phonics Screening Check

Academic year 2024/2025

Students*  

Assessment date*  

Students with SEN only

Cancel

Setup assessments

The marksheet for phonics screening will then show up on the screen.

Click on the marksheet and then select 'Manage Assessments'.

Click on 'Add Students.'

Add all students completing the phonics retake in year 2 individually.

Now enter the mark sheet and add each child's phonics score.

Confirm that the sheet is complete to the headteacher and office team.

The headteacher will check the marksheet and ask the office team to send the data off to the LA via SENDIT.

End of Key Stage 2 (Year 6) Writing and Science Outcomes

At the end of year 6, the year 6 team update Arbor with the outcomes for writing and science **1 week prior** to the Local Authority Deadline.

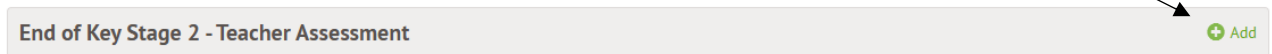
Assessment Policy

Setting up the Marksheet

To set up the marksheet, click:

Students > Assessments > DfE Assessments > Mark Entry

Find 'End of Key Stage 2 – Teacher Assessment' and click Add:




Complete the box 'students' with Year 6 from the drop down selection



Add today's date



Click 'Set up Assessments'

Setup Assessments

Template  End of Key Stage 2 - Teacher Assessment

Academic year 2024/2025

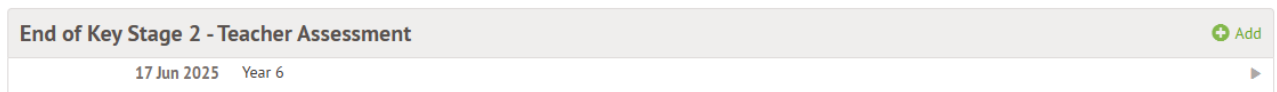
Students*  

Assessment date*  

Students with SEN only

Cancel
Setup assessments

The marksheet for year 6 will then show up on the screen:



Click on the marksheet and then select 'Input Marks'.

This will show the marksheet with each area.

Teachers can bulk action all children to EXS (Met) for Writing and Science.

Next, go through and change any child who has not met the expected standard to WTS (Not met) or GDS (Greater Depth) for each area.

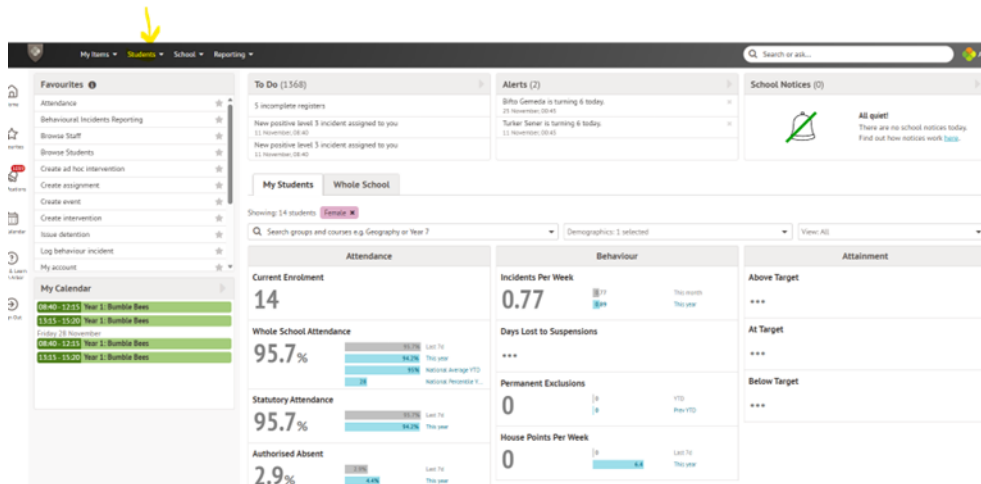
Assessment Policy

Confirm that the sheet is complete to the headteacher and office team.

The headteacher will check the marksheet and ask the office team to send the data off to the LA via SENDIT.

Appendix 1

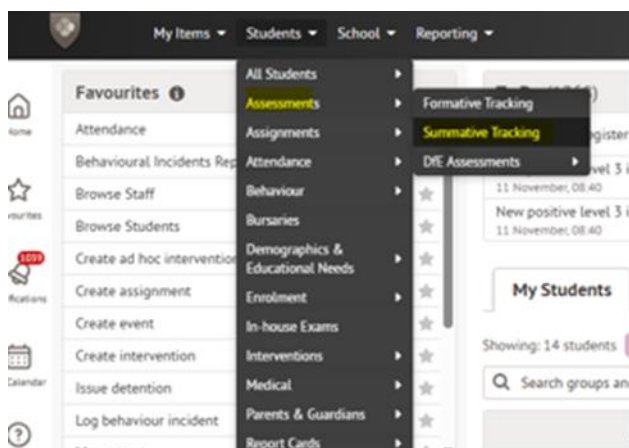
1. From your home screen, click on 'students' tab:



The screenshot shows the 'Students' tab selected in the top navigation bar. The main dashboard displays the following data:

- Current Enrolment:** 14
- Whole School Attendance:** 95.7% (Target: 94.2%, National Average: 92.8%)
- Statutory Attendance:** 95.7% (Target: 94.2%, National Average: 92.8%)
- Authorised Absent:** 2.9%
- Incidents Per Week:** 0.77
- Days Lost to Suspensions:** 0
- Permanent Exclusions:** 0
- House Points Per Week:** 0

2. Hover the cursor over 'assessments' and then click on 'summative tracking':



The screenshot shows the 'Assessments' dropdown menu open, with 'Summative Tracking' highlighted. The menu items include:

- All Students
- Assessments
- Assignments
- Attendance
- Behaviour
- Bursaries
- Demographics & Educational Needs
- Enrolment
- In-house Exams
- Interventions
- Medical
- Parents & Guardians
- Report Cards

3. Click on 'mark entry':



Summative Tracking / Assessments Dashboard

Assessments Dashboard

Start date 1st Sep 2025. End date 31st Dec 2025.

Hide columns

Assessment	Assessment Period	Student Group
01_C and L : Listening Attention &...	Autumn 2	Butterflies
01_C and L : Listening Attention &...	Autumn 2	Ladybirds
02_C and L : Speaking	Autumn 2	Butterflies
01_C and L : Listening Attention &...	Autumn 2	Year R

4. Click on 'marksheet':

Summative Tracking / Mark Entry / Marksheet

Markbook - Reading - Fluency

31 Dec 2025 Reading - Fluency (User Defined Assessment) Year 1: Bumble E

Bulk action Hide columns

Student	Year Group	Reg Form
<input type="checkbox"/> Bechrim Aala	Year 1	Bumble Bees
<input type="checkbox"/> Beck Dafne	Year 1	Bumble Bees

5. When you click on 'marksheet' you will arrive at your tracking sheet for one subject. Below is reading fluency for Year 1. You will see the Autumn 2 column with a drop down arrow (highlighted below).

Assessment Policy

Markbook - Reading - Fluency

31 Dec 2025 Reading - Fluency (User Defined Assessment) Year 1: Bumble Bees TA

Bulk action Hide columns Search this table Download

Student	Year Group	Reg Form	Attendance	PP	SEN	Academic Year	Autumn 2	Academic Year
						Baseline	Reading - Fluency	Year Target
Aala	Year 1	Bumble Bees	92.59%	✓	✓		15	15
Dafne	Year 1	Bumble Bees	96.3%	✗	✗		15	15
Nirvana	Year 1	Bumble Bees	100%	✗	✓		15	15
Bodhi	Year 1	Bumble Bees	100%	✗	✗		15	15
Raxter	Year 1	Bumble Bees	32.41%	✓	✓		15	15
Amelia	Year 1	Bumble Bees	98.15%	✓	✗		15	15
Deborah	Year 1	Bumble Bees	100%	✗	✗		15	15
Princess	Year 1	Bumble Bees	70.37%	✓	✓		15	15
Tommy	Year 1	Bumble Bees	98.15%	✓	✗		15	15
Bitto	Year 1	Bumble Bees	90.74%	✗	✗		15	15
Summer	Year 1	Bumble Bees	89.81%	✗	✓		15	15
Bleu-Bear	Year 1	Bumble Bees	85.19%	✓	✗		15	15

Showing 25 results Expand table

Please Note: You can only edit marks when the date applied in the filters falls within the date range for the assessment period that you would like to edit the mark for.

6. When you click on the drop-down arrow, you can assign a grade for each individual child for that subject. You can select the grade from the list or type in the grade. (highlighted in green in the snip below).

Once you have click on one drop down arrow, you will be given the option to assign a 'bulk action' (highlighted yellow below). You can choose to assign the same, expected grade to all pupils and then edit accordingly for the pupils working above or below the current term's expectation.

Markbook - Reading - Fluency

31 Dec 2025 Reading - Fluency (User Defined Assessment) Year 1: Bumble Bees TA

Bulk action Hide columns Search this table Download

Student	Year Group	Reg Form	Attendance	PP	SEN	Academic Year	Autumn 2	Academ
						Baseline	Reading - FL...	Year Ta
Jeevan Vikram	Year 1	Bumble Bees	93.46%	✗	✗			
Lorenzo	Year 1	Bumble Bees	73.86%	✗	✓			
Evie	Year 1	Bumble Bees	100%	✗	✗			
Turker	Year 1	Bumble Bees	93.52%	✗	✓			
Hasinat	Year 1	Bumble Bees	94.44%	✓	✗			
Oji	Year 1	Bumble Bees	90.74%	✗	✗			
Leo	Year 1	Bumble Bees	100%	✗	✗			

7. To select a different subject, click on the green tab at the top of the screen:

My Items Students School Reporting Search or ask...

Summative Tracking

Assessments Dashboard

Mark Entry

Baselines & Targets

Marksheet

Ad Hoc Marksheet

Data Collections

Analysis

Summative Tracking / Mark Entry / Marksheet

31 Dec 2025 Reading - Fluency (User Defined Assessment) Year 1: Bumble Bees TA

Bulk action Hide columns Search this table Download

Student	Year Group	Reg Form	Attendance	PP	SEN	Academic Year	Autumn 2	Academic Year
						Baseline	Reading - FL...	Year Target

8. Which will take you to the screen below. Here you can select a different subject and repeat steps 5 and 6.



Settings: Input Marks
✕

Filters

Date*

Students in...

...who are also in...

...and also in...

Assessment*

Standardised assessments

Grade set*

Display

Cancel
Save Changes

Appendix 2

Tier 1 Adaptations

As an inclusive school, we consider in the moment and pre-planned adaptations to ensure all learners are successful.

Guiding Principles	Teacher/TA/LM intervention in class	Sensory	Transition Support
1. Anticipate barriers 2. Plan to address them 3. Use assessment to elicit evidence of learning 4. Make in-the-moment adaptations (EEF, 2024)	Verbal Reminders Check for understanding Targeted Qs Repeat instructions to an adult Post it notes Chunked instructions	Movement breaks Sensory Circuits Sensory Exploration Safe space Crunchy snacks	Front of the line Early transition Back of the line Late transition Pre-warning Visual timetable Meet and greet Transition Booklet
Restorative Practice	Visuals	Resources	Place mats



Comic strip conversations Social stories Reflection sheets Role-play Emotion coaching PACE approach Seek to understand	Widget Now/Next board Now/Next/Then board Choices Board Working towards targets Small steps grid Understanding strip Pictures and symbols Aided language boards Cue cards Narrative cards Timers Finger spacers Handwriting Sheets Targets on page (dots/arrows etc.)	Talking Tins Overlays Pencil Grips Wobble cushion Weighted blanket Ear-defenders Therabands Fidget tools Sloping boards Mini-whiteboards Laptop/Clicker	Letter formation Phonics Letter positioning Times tables Number facts 100-square Place value chart Personalised spelling mat Sentence stem
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Appendix 3

Tier 2 Provision at a glance at Queen's Park and from [external providers](#)

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health
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<p style="text-align: center;"><u>Reading - Phonics</u></p> <p>CL1. Twinkl Phonics Songs for KS1 – sounds, tricky words, blending and segmenting for Levels 2 and 3</p> <p>CL2. Twinkl phonics Decoders Resource packs for levels 2, 3, 4, 5 for KS2</p> <p>CL3. Twinkl Phonics Decoders Books for KS2</p> <p>CL4. Twinkl Phonics Rapid Intervention Pack for KS2 to quickly boost children’s phonics knowledge L5+</p> <p>CL5. Twinkl Phonics Fluency Intervention for Y1-Y6 to boost fluency in Levels 2-6.</p> <p>CL5. Queen’s Park Phonics Lesson revisit in full (daily)</p> <p style="text-align: center;"><u>Reading – Fluency and Comprehension</u></p> <p>CL7. Hertfordshire reading intervention this is a fluency project that targets struggling readers in upper key stage 2 who lack the fluency required to extract meaning from age-related texts.</p> <p>CL8. Rapid Readers – high interested</p>	<p style="text-align: center;"><u>Writing Comprehension</u></p> <p>CL15. Slow Writing - a method of writing that uses specific prompts or instructions to create short texts or paragraphs.</p> <p>CL16. Writing Conferencing – a method of 1:1/1:2 coached writing conversations about a piece of writing already completed by a child.</p> <p style="text-align: center;"><u>Maths</u></p> <p>CL17. Mastering Number KS2 intervention – A scheme which follows the progression of addition and subtraction facts children need to have acquired by the end of each year group.</p> <p>CL18. NCETM Curriculum Materials – A selection of PowerPoints to create or supplement an intervention.</p> <p>CL 19. NCETM Exemplification of Ready to Progress Criteria - A selection of PowerPoints to create or supplement an intervention.</p> <p>CL20. Times Table Rock Stars – online game to practise times table skills. The game ‘Garage’ is algorithm based and individually targets</p>	<p>CI1. NELI (Nuffield Early Language Intervention) – an integrated programme, for 4–5-year-olds, to improve language and behaviour.</p> <p>CI2. Lego Therapy – collaborative, play-based social skills intervention</p> <p>CI3. Intensive Interaction – an approach to encourage communication and interaction for those at very early stages of development</p> <p>CI4. Attention Autism – a short intervention aimed at developing attention and communication skills</p> <p>CI5. TEACCH approach – a structured teaching model to promote independence</p> <p>CI6. Colourful Semantics – an approach to support to sentence development, understanding questions, developing narrative, understanding written text and developing vocabulary.</p> <p>CI7. Narrative Skills – developing expressive and receptive language skills</p> <p>CI8. Word Aware – promoting</p>	<p>S1. Bubble time Learning Mentor sessions (comic strip conversations to reflect on issues, social stories to aid understanding)</p> <p>S2. Just Right profile and intervention from Learning Mentors as well as whole-school approach focusing on self-regulation techniques</p> <p>S3. Zones of Regulation – similar self-regulation approach to Just Right with lots of individual and group emotional literacy activities.</p> <p>S4. My Hidden Chimp – helping children to understand and manage their emotions, thinking and behaviour with ten helpful habits.</p> <p>S5. ELSA – Emotional Literacy Support Assistant. Bespoke individual or group work on emotional literacy</p> <p>S6. Forest Room – A internal inclusion space providing SEMH support for children displaying difficulties accessing the mainstream classroom.</p> <p>S7. APST – A multiagency, multi-faceted response to need</p> <p>S8. AV1 robots – A reintegrative technology system used to support children in reintegrating</p>
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<p>levelled fiction and non-fiction books for catch-up with fluency and comprehension.</p> <p>CL9. Dyslexia friendly texts of high interest for KS2 pupils</p> <p>CL10. Knowledge Organisers – a method of extraction all background knowledge children already have about a given text and supplementing this knowledge through high quality discussion.</p> <p style="text-align: center;"><u>Writing – Spelling</u></p> <p>CL11. Tricky word spelling – Book 1 Tricky word spelling – Book 2 (Resources from the BHSS Literacy team that focus on spelling high frequency words) KS2</p> <p>CL12. SNIP spelling programme focusing on reading and spelling high frequency words.</p> <p style="text-align: center;"><u>Writing – Handwriting</u></p> <p>CL13. South Warwickshire Fine Motor Programme</p> <p style="text-align: center;"><u>Writing – Sentence Level</u></p>	<p>children based on their needs.</p> <p>CL21. Numbots – online game to practise addition and subtraction skills. Story mode follows a progression of skills with new levels unlocked as they get better. ‘Challenge’ can be useful for assessment if children have played it regularly enough.</p> <p style="text-align: center;"><u>Applicable to All Areas of Learning</u></p> <p>CL22. Pre-teaching – visiting new concepts or explicit teaching of vocabulary before whole class teaching (may use specific resources detailed in other sections)</p> <p>CL23. Same day interventions – revisiting, overlearning (may use specific resources detailed in other sections)</p> <p>CL24. Memory Magic – an intervention to improve working memory skills.</p> <p>CL25. Next Steps framework – a special school outreach curriculum for mainstream pupils who are working below age related expectations from Hill Park, Brighton and Hove</p>	<p>vocabulary development</p> <p>CI9. Meadow Class – An internal inclusion space provided for intensive language and communication support</p> <p style="text-align: center;"><u>Sensory and Physical</u></p> <p>SP1. Jump Ahead - motor skills programme that supports gross and fine motor skills to improve coordination and control.</p> <p>SP2. Squiggle Whilst You Wiggle - dance, music and large movements to help children develop the fine muscle control they need for writing.</p> <p>SP3. Sensory Circuits – a sequence of physical activities designed to provide sensory input and promote self-regulation.</p> <p>SP4. Write from the start – to develop the fine motor and perceptual skills necessary for effective handwriting.</p> <p>SP5. BBC Dance Mat – online touch-typing programme</p> <p>SP6. Life skills checklist from Hill Park</p>	<p>back into the mainstream environment</p> <p>S9. BAP – The Behaviour and attendance panel. A referral system for those children with low school engagement and/or those displaying challenging behaviours and/or at risk of exclusion</p> <p>S10. Treehouse – A 12-week alternative provision dual placement focused on assessment of need (4 days at treehouse and 1 day at QP)</p> <p>S11. Virtual School – Access support for CiC</p> <p>S12. BRAVE (Building Resilience And Valuing Emotions) from Safety Net</p> <p>S13. Low level CBT(Cognitive Behavioural Therapy) from SMHS (Schools Mental Health Service)</p> <p>S14. Brighton and Hove Albion outreach Health and Wellbeing programme, early years and family cooking.</p> <p>S15. Brighton and Hove Wellbeing Service- counselling, play/ drama therapy, CBT and some group work.</p> <p>S16. Front Door support includes advice,</p>
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<p>CL14. Colourful Semantics – an approach to support sentence development in writing.</p>			<p>signposting, referrals to family hubs, and assessments for social worker allocation or multi-agency discussions.</p>
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Appendix 4: Additional Assessment Tools for Monitoring Small Steps of Progress

At Queen's Park Primary School, we recognise that National Curriculum assessment frameworks do not always capture the small, incremental steps of progress made by some pupils, particularly those with SEND, speech and language needs, or specific learning difficulties. In these cases, a range of diagnostic and developmental assessment tools may be used to provide a more detailed understanding of pupils' needs, strengths and progress over time.

YARC (York Assessment of Reading for Comprehension)

YARC is a diagnostic reading assessment used to assess reading accuracy, fluency, rate and comprehension through one-to-one assessment. It helps staff identify specific barriers within reading development and supports the planning of targeted interventions and provision.

Speech and Language Progression Tools

Speech and language progression tools are used to track the development of pupils' communication skills over time, including expressive language, receptive language, attention, listening and social communication. These tools support staff in identifying small but important developmental gains and inform personalised next steps.

Speech Link / Language Link

Speech Link and Language Link are standardised screening and intervention tools used to identify pupils with speech, language and communication needs (SLCN). They support early identification and provide structured intervention pathways and targeted activities for pupils requiring additional support.

GL Ready

The GL Ready is used to identify and monitor specific barriers to learning, including literacy and language-related difficulties. It supports staff in understanding underlying needs and helps inform adaptive teaching, intervention planning and referrals where appropriate.

South Warwickshire Fine Motor Assessment

The South Warwickshire Fine Motor Assessment is used to assess pupils' fine motor development, including pencil control, hand strength, dexterity and coordination. The tool supports the identification of pupils who may benefit from targeted occupational therapy strategies or fine motor interventions to improve access to learning.

Boxall Profiles

The Boxall Profile is an assessment tool used to understand pupils' social, emotional and developmental needs. It helps staff identify developmental strengths and areas of need linked to nurture, regulation, relationships and engagement with learning. Outcomes from the profile are used to inform targeted support, nurture approaches and provision planning.

These assessments are used alongside teacher assessment, observations, pupil voice, work scrutiny and professional dialogue to ensure that progress is recognised holistically and that provision is appropriately matched to individual need.