

Securing consistent Judgements - Guidance





Chesswood Junior School

Consistent Professional Judgements



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Pastoral

1. Proficiency in English

Class teacher responsibility supported by EAL specialist and EAL leader. Termly Update.

Included within termly parent reports.

Code	Description
A	New to English (1-2) May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
B	Early acquisition (3-4) May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C	Developing competence (5-6) May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D	Competent (7) Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks
E	Fluent (8) Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.
N	Not yet assessed



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2. EAL Registration

The EAL specialist is responsible for keeping this register up to date on a termly basis, supported by the EAL leader.

Information not included within termly parent reports but available on request.

EAL Registered	Selected when child is receiving direct support for EAL based needs. Typically, new to English, early acquisition or developing competence
EAL Monitoring	Selected when a child is broadly independent and learning progress is good – usually D Competent
EAL & SEN Monitoring	Selected when there are questions regarding the factors responsible for frustrated attainment or progress i.e. despite EAL factors there may be underlying SEN factors.
EAL NFA	At some point the child with EAL has been registered or monitored. This selection indicates No Further Action is necessary at this time.
EAL above thresholds	A child noted as a first language other than English but has been 'fluent' against age appropriate expectations throughout their time at Chesswood

3. Special Educational Needs

SENCO responsibility – termly update.

Included within termly parent reports.

Blank	No SEN Needs
K	School Support Category
E	Education & Health Care Plan



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4. Special Educational Needs Registration

SENCO responsibility – termly update.

Information not included within termly parent reports but available on request.

EHCNA	Is currently registered and demonstrates severe and complex needs. An application has been or will be made for an assessment potentially leading to an EHCP
SEN Registered	Currently registered as K or EHCP
SEN Monitoring	Recently removed or currently considering placement on the SEN register. There are number of triggers for monitoring: <ul style="list-style-type: none">• Persistent scores below 85 in standardised tests.• Challenging or very challenging behaviour• Placement on the high supervision or nurture playground
EAL & SEN Monitoring	Selected when there are questions regarding the factors responsible for frustrated attainment or progress i.e. despite EAL factors there may be underlying SEN factors.
SEN NFA	SEN monitoring has ceased and a judgement has been taken, at this time, that no further action is required beyond quality first teaching or normal daily pastoral support.



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5. Special Educational Needs Progress

Class Teacher responsibility termly update

The premise of progress is based on appropriate expectations being set initially, this is a core professional expectation and responsibility i.e. the outcome we expect for a child is appropriately challenging given their need; the support in place and the time frame. Expectations too challenging will lead to progress judgements below and well below expectation not due to the child but due to the accuracy of the professional expectation – vice versa for expectations insufficiently challenging.

Assuming appropriate expectations have been secured; SEN progress is based on professional judgement. Progress judgement will be based on the distance a child has moved within the term towards the multiple objectives. The judgment is updated termly and relates to progress in that term against the objectives set. The judgment should not be driven by the outcomes of tests and assessments rather an overview of progress against tasks completed by the child during the course of the term, in line with the specific SEN objectives.

Selection	Guidance
Well above expected +2	Progress clearly exceeds expectations in all or nearly all areas. There are no areas where progress would be considered below expectations.
Above expected +1	Progress towards the specific SEN objectives is broadly exceeds expectations in some or all areas. There are no areas where progress would be considered below expectations.
Expected 0	Progress towards the specific SEN objectives is broadly in line with expectations. Whilst expectations may be lower than age related expectations they represent an appropriate challenge for the individual child. Typically, a child will have broadly met the objectives set out for the term in the learning plan. It is possible that one or more have not been completely met. A professional judgment needs to be taken on whether that would constitute expected.
Below expected -1	A judgment of expected could not reasonably be applied. The child has not met some or all of the objectives, however clear progress is evident in some areas.
Well below expected -2	Very limited progress is evident, it is possible that no progress has been made or even regression on some or all of the pupil passport objectives.



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6. SEN Alert

There is an SEN Alert formula to ensure we had a review mechanism to stop children who could and should be on the SEN register from falling through the gap, either not receiving support or receiving it later than it should have been. The formula simply checks whether each child is on the register already, if not, it then checks whether their current AR Standardised score and the PUMA standardised score is 83 or below (a very low SS). If it is, then there is a note of "SEN Alert".

Each term year leaders would take the SEN alert list and review with their team whether the child should reasonably be placed on the SEN register or whether the SEN thresholds have not been met despite a low outcome on the most recent test (if, over time, 83 and below is persistent then there are special educational needs, notwithstanding EAL factors). If there are EAL factors then year leaders would need to determine whether, SEN aspects are also underlying the low scores and come to a decision regarding SEN registration. A child may be registered for both if the professional judgement and evidence suggest, on balance, that would be appropriate.

There are three options for each child

- SEN registration
- SEN Monitoring (time needed to make an informed decision)
- SEN Alert NFA (No further action)



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7. Behaviour

Class teacher responsibility for termly update.

Included within termly parent reports.

Selection	Guidance
Exceptional	<p>The child exceeds age appropriate expectations as part of their normal daily routine and this is sustained throughout the course of the year.</p> <p>The selection of 'exceptional' will be combined with engagement and homework submission judgements for the always and exceptional award (Exceptional Behaviour, engagement and always submit homework)</p>
Very Good	<p>Child exceeds age appropriate expectations the overwhelming majority of the time, this is typically sustained with minor slips occasionally.</p>
Good	<p>Child meets age appropriate expectations the overwhelming majority of the time. As with the vast majority of children, there may be slips, some notable but they are typically well behaved, meet expectations and follow rules. It is possible they have had an occasional detention, including after school.</p>
Not Good Yet!	<p>Behaviour cannot yet be considered good as it has not been sustained for a sufficient amount of time in class, within other areas of the school or both.</p>
Challenging	<p>Against age appropriate expectations typical behaviour is frequently below expectations within all or some of the school environment. Child is likely to have experienced several lunch and after school detentions possibly without significant impact.</p>
Very Challenging	<p>Against age appropriate expectations child's behaviour presents significant and serious challenges. It is likely that significant negative behaviours are sustained over a period of time and despite positive support and use of sanctions behaviour remains difficult to manage. Child is likely to have been excluded or at the risk of exclusion.</p>



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8. Behaviour Risk

Deputy head teacher completion – triangulation of teacher judgement above, alongside sanctions (threshold and frequency) set during the course of the year.

Information not included within termly parent reports but available on request.

It is important to note that behaviour will be judged on what would be expected without any control or support measures in place NOT the outcome with the support measures in place i.e. A child with 1to1 for behaviour, where the impact of the 1to1 has brought behaviour into the average range, will still be “extremely high” behaviour risk. To report otherwise would not accurately reflect the challenges presented by individuals and cohorts.

Selection	Guidance
Low	<p>Typically, teacher has reported behaviour that is good or better. Behaviour may be considered ‘not good yet’ and there may be some persistent low level behaviours but nothing that is significant e.g. interrupting.</p> <p>Any sanctions that have been set have been low threshold and very infrequent.</p>
Moderate	<p>Behaviour is persistently challenging, potentially at a low level and it is and/or:</p> <ul style="list-style-type: none">• Disrupting their own or others learning, including the adults teaching• Friendship disruption, unkindness and nastiness• Play and freetime disruption, recklessness, potentially causing hurt harm or upset to others. <p>The child may have some support to reduce the frequency or impact of behaviour on themselves, others environment, belongings or equipment.</p> <p>It is likely that teacher behaviour is reported as ‘not good yet’ or lower but it may be ‘good’. In addition, it is likely that there are frequent behaviour challenges that require sanctions including lunch</p>



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	<p>R&R, however, these may not be required if the support required to keep the child's behaviour within an acceptable range is working e.g. formal interventions such as supervised play or a report card is being used successfully.</p>
High	<p>Either:</p> <ul style="list-style-type: none">• low and moderate behaviours are clearly persistent or would be if appropriate support was not in place.• Any persistent behaviours towards another child that, on the balance or probabilities are intended to hurt, harm or upset.• Severe behaviours have been recorded once or more than once e.g. significant violence or abuse of another child or member of staff.• It is likely the teacher has reported behaviour as challenging or very challenging – if they haven't a discussion between the pastoral lead and the teacher would be undertaken to understand why there is a difference of perspective (note behaviour in class may be good, whilst behaviour in unstructured times – play, movement around the school; or lessons led by others e.g. music, PE or PPA times result in challenging behaviour.• In addition to this, significant sanctions and or interventions may have been required and or support is in place to reduce risks considerably to others, themselves, the environment, or equipment.
Extremely High	<p>There are serious difficulties in managing the child's behaviour or emotional stability. Behaviour could reasonably be expected to cause significant disruption, hurt or harm to others, themselves, the environment, or equipment.</p> <p>1to1 or high supervision levels are likely to be required.</p> <p>Exclusion, after school R&R, restraint, use of calm down room etc will be typical of behaviour management requirements to keep them and others safe.</p>



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	It is likely that aggression and violence towards staff is a feature of the behaviour.
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9. Engagement (all subjects)

Class teacher responsibility for termly update.

Included within termly parent reports.

This guide may be used overall and for core subject judgements.

Selection	Guidance
Exceptional	The child exceeds age-appropriate expectations as part of their normal daily routine and this is sustained throughout the course of the year to the time of the judgement. The selection of 'exceptional' will be combined with behaviour and homework submission judgements for the always and exceptional award (Exceptional Behaviour, engagement and always submit homework)
Very Good	Child exceeds age-appropriate expectations the overwhelming majority of the time, this is typically sustained with minor slips occasionally.
Good	Child meets age-appropriate expectations the overwhelming majority of the time. As with the vast majority of children, there may be slips, some notable but they are typically engaged within learning and working to be the best they can be.
Not good – Yet!	Engagement cannot yet be considered good
Low	Against age-appropriate expectations typically limited engagement – low productivity is noted and support is required to enable the child to produce work within the expected range. When disengaged will disturb engagement of others frustrating the learning and teaching process.
Very Low	Against age-appropriate expectations child has sustained severely limited engagement across most areas – very low productivity is noted and significant support is required to enable the child to produce any work. When disengaged will disturb engagement of others frustrating the learning and teaching process. Without external support it is highly unlikely that the child would undertake any meaningful activity.

9.1. Limited Community Opening Learning

Selection	Guidance
School Based	The child attended school for the majority of the 8-week Limited Community Opening (4 weeks+).
Core Home Learning	The child was at home for the majority of the 8-week Limited Community Opening (4 weeks+). They accessed the age-related work assigned to their year group, whether from the Internet or via a printed home learning pack.
Bespoke Learning	The child was at home for the majority of the 8-week Limited Community Opening (4 weeks+). They accessed bespoke learning to support their work towards age-related expectations, whether from a differentiated home learning pack or direct interventions with a member of staff.



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9.2. Engagement during Limited Community Opening

Selection	Guidance
Fully	The child attended school - engagement was greater than those at home due to access to teaching so is deemed 'fully'. Child at home who attended Teams meetings and submitted assessment work between all, or nearly all (80%+) of the time.
Mostly	Child at home who attended Teams meetings and submitted assessment work between 50% and 80% of the time.
To Some Extent	Child at home who attended Teams meetings and submitted assessment work between 20% and 50% of the time.
Not Engaging	Child at home who attended Teams meetings and submitted assessment work less 20% of the time.

10. Friendships

Class teacher responsibility for termly update.

Information not included within termly parent reports but available on request.

Selection	Guidance
Exceptional	Friendships are sustained and very positive in the long term. They are very comfortable within their stable friendships. When playing with others they are flexible, understanding and embrace opportunities to play. They bring out the best in themselves and others.
Good	Friendships are sustained and overwhelmingly positive in the long term. They are comfortable within their generally stable friendships – there may be occasional fall outs but nothing enduring or frequent. When playing with others they are flexible, understanding and embrace opportunities to play.
Minor Issues	Characterised by minor negative impact for themselves or others. Whilst friendships are generally positive there are minor issues that arise with notable frequency (monthly/ weekly). Friendships may be unstable, they may not typically be reciprocated. Child may find themselves alone by choice or through circumstance that, by theirs or other design, dictate.
Significant Issues	Characterised by significant negative impact for themselves or others Friendships and relationships are subject to frequent (daily or weekly) frustration, disruption and breakdown. There may be periods of stability but the general pattern is daily/weekly difficulties. Regulation by the child in relation to their relationships is often in a state of dysregulation. An inability to move on from previous differences may be a factor. Child may be isolated, may



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	seek friendships that are inappropriate or unreciprocated.
Exceptional Issues	<p>Characterised by exceptional negative impact for themselves or others</p> <p>Friendships and relationships are exceptionally poor and are likely to result in exceptional upset for themselves or others. This is likely to include significant impact symptoms, self-harm, school refusal, reports of bullying, prolonged isolation</p> <p>It is likely that the child is unable to manage without frequent adult support to support friendships, even with that support, friendships cannot be sustained.</p>



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11. Medical & First Aid

Medical lead within the admin team responsible for termly update

Information not included within termly parent reports but available on request.

Selection	Guidance
Very Frequently	Sustained visits to first aid (including playground – lunch and break time) and medical room. This may be part of a health care plan e.g. diabetes monitoring or due to first aid and arising sickness. In excess of 20 per annum.
Frequently	Visits, typically (this may be sporadic i.e. sustained for a few weeks and then a lull, only to return again), more than once every fortnight to first aid and medical room (including playground – lunch and break time). 10-19 Per annum
Sometimes	Children visit first aid (including playground – lunch and break time) and medical room more than five times within the academic year with no particular pattern. Most children are likely to be categorised in this section.
Never	To the best of staff knowledge and record the child has not required any treatment, support or guidance from the first aid or medical team.



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12. Complexity

Class teacher supported by pastoral team for a termly update. Class teacher make initial judgement and these may be adjusted by the pastoral team or agreement sought between both at the initial stage.

Information not included within termly parent reports but available on request.

Selection	Guidance
Red	Severe, complex issues, often multiple e.g. severe ill health, combined with poor attendance; and deprivation. Almost certainly external professionals involved and it is likely that despite intervention and support, hope for a resolution to the issues is limited. Child may show signs of resilience but these are likely to be limited. Significant school support is required but may not be enough for the child to secure acceptable levels of attainment or progress. Alternatively, they may secure appropriate academic levels but demonstrate significant pastoral concerns, again requiring substantial support. Gaining consistent, effective parental support is likely to be a challenge, they may be actively undermining the work of professionals or doing so inadvertently with the same effect.
Amber	Notable issues – potentially multiple with less profound impact or complexity or singular issue that is complex. Child may show resilience factors. They are likely to need some formal or informal support at a higher frequency than is typically expected for a child of similar age.
Green	Child has no known significant issues, they generally happy and well engaged in school life and learning.
Blue	Child is thriving, beyond what would be typically expected e.g. confidence, solid friendships, very good or exceptional engagement and behaviour. Learning, even if a lower attainer, is progressing well.



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13. Inclusion team support

Completed by inclusion team, led by safeguarding manager. Termly update

Information not included within termly parent reports but available on request.

Selection	Guide
Not Supported	-
4 Active Pastoral Journey Required for ALL children	A pastoral Key worker must be assigned. Direct contact likely to be daily or 2-3 times per week. Will include liaison with parents and is likely to include support from outside agencies – Early Help or child protection. OR child is subject to significant outside agency support requiring substantial and sustained communication with outside agencies but not requiring significant direct contact e.g. child. Support is likely to be long term i.e. actions taken may not resolve the issues sufficiently but prevent regression and potential for significantly worse without support.
3 Active Pastoral Journey Required for ALL children	A pastoral Key worker must be assigned. Direct contact regularly – usually weekly. It is likely to include direct contact with parents. There may be outside agencies involved. OR child is subject to outside agency support such as early help which has a direct impact in school. It is expected that long term support will not be required as the child will respond positively and secure success against initial objectives.
2 Active Pastoral Journey NOT Required	A pastoral Key worker must be assigned. Active but limited involvement. Occasional direct contact from pastoral team (monthly, half termly or termly) with child and or parents – this may include meetings, letters, phone calls e.g. at the first signs of regression. Advice provided to school colleagues (teachers and TAs) who may be actively supporting the child or keeping a watchful eye for signs of regression.
1 Active Pastoral Journey NOT Required	If a pastoral key worker was previously assigned they will stay assigned. No assignment is made when first placed at level 1. Very occasional or one-off intervention or support. This will be low level and short term in nature. or Final stage before signing off completely, typically in response to some concern about regression. Child remains on our RADAR at least termly before signing off
Signed Off	An impact review has been undertaken against the key objectives set up to determine if actions have been successful. A child will be signed off if actions have successfully addressed the issue or the issue has resolved itself (usually due to a change in circumstances e.g. a violent partner leaving the family home)



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14. Inclusion team impact

Completed by inclusion team, led by safeguarding manager. The judgements are derived from a review of evidence and progress against original (and current) targets defined within 'making a difference' process. Termly update.

Information not included within termly parent reports but available on request.

Selection	Guide
Very Significant	There is evidence that original and current concerns have been overwhelmingly addressed and making a difference targets have been met or exceeded. By addressing the concerns, there is clear evidence of improved achievement by the child in one or more core subjects.
Significant	There is evidence that original and current concerns have been overwhelmingly addressed and making a difference targets have been met or exceeded. By addressing the concerns, there is emerging evidence of improved achievement by the child in one or more core subjects.
Acceptable	There is evidence that original and current concerns have been addressed to a large extent and making a difference targets have been met or are close to being met. There is no evidence yet of improved achievement by the child in one or more core subjects.
Limited	There is limited evidence that original and current concerns have been addressed or that making a difference targets have been met or are close to being met. There is no evidence yet of improved achievement by the child in one or more core subjects.
Insufficient Evidence	Although support has been provided in excess of one term, evidence is not yet available. It is now a very high priority to source the evidence against the targets.
Pre-Assessment	Support has been provided for less than one term at the present time.

15. Attendance Intervention

Pastoral attendance lead responsibility - Termly Update. Due to capacity we will not review or investigate attendance when it is at or above 93%.

Information not included within termly parent reports but available on request.

Attendance Monitoring (Pre Action)	Selected in response to attendance in any term <u>below 93% or 4 or more lates</u> . The review will include a review of the SIMs attendance report alongside reasons provided for absence. Communication with parents is not required at this time but it may help to build an understanding of the reasons for absence and to determine whether they would support improved attendance. Where these suggest frequent, soft, unexplained or unacceptable absence guidance should be provided. A file must be kept with notes on the attendance report for future
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	reference.
Attendance Action	<p>Action is currently being undertaken attendance is $\leq 90\%$ or lates are 6+. As a minimum, sharing the concern with the child's parents will be undertaken. Email must be used to confirm any conversation with a family.</p> <p>Consideration should be given to 'emotional based school avoidance' and following school protocols as a result.</p> <p>Bespoke SIMs Attendance reports must be used to monitor the improvement or otherwise of attendance - e.g. if a child is typically off on repeated Monday's – an attendance report will demonstrate, after action has been taken, whether that pattern has been addressed successfully. In response to insufficient family engagement escalate to Action ++ and swiftly formalise consequences FPN and A6 referral. A half termly review of attendance with attendance print outs and notes are essential and the responsibility of the good attendance lead.</p>
Attendance Action ++	<p>In response to persistent and significant absence issues ($<90\%$ consecutive terms; 10+ Lates) with insufficient mitigating circumstances. Consideration should be given to 'emotional based school avoidance' and following school protocols as a result.</p> <p>The lead attendance officer must review, in detail, with the family the factors leading to absence, reflect, determine the most appropriate actions both at school and in the home. Where there is insufficient engagement from the family, swift action to formalise consequences including FPN and A6 is required. Family contact must be undertaken, as a minimum, every four weeks to review, with them, the attendance patterns. The attendance lead must review the child's attendance in response to any reported absence on the daily communication, reviewing this in the context of the previous 2 week period.</p>
Attendance Action Unsuccessful	<p>This is selected when a child's absence, despite positive attendance action and communication remains stubbornly below 93% and there is no realistic further action that could be taken. So... it is not condoned but professional options have been exhausted e.g. parent refuses to co-operate and condones soft absences and the school has insufficient evidence to challenge.</p>
Reviewed and agreed absence	<p>When attendance is below 93% or lates are ≥ 4 but confirmation from parents of the reasons for absence/ lateness are acceptable e.g. child involved in high level sport; a child with medical complaint requiring medical appointments, a child with one block of absence resulting from holiday or illness or both.</p>
Now above thresholds	<p>The child's attendance has returned above 93% or there are no further lates expected</p>



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16. Additional play supervision

Learning mentor team responsibility – Termly update

Information not included within termly parent reports but available on request.

Nurture	Led by a learning mentor. Children are identified for support on this playground at play and lunchtime if they demonstrates significant levels of anxiety, stress/ severely limited ability to build sustained and reciprocal friendships/ severe frustration with socialising and communicating with others. Children within this provision are typically calm, gentle and mild mannered – they do not pose a safety risk to other children
High Supervision	Led by a learning mentor. Children on this playground pose a significant risk to themselves or others or both.



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17. Counselling

Determined by safeguarding manager.

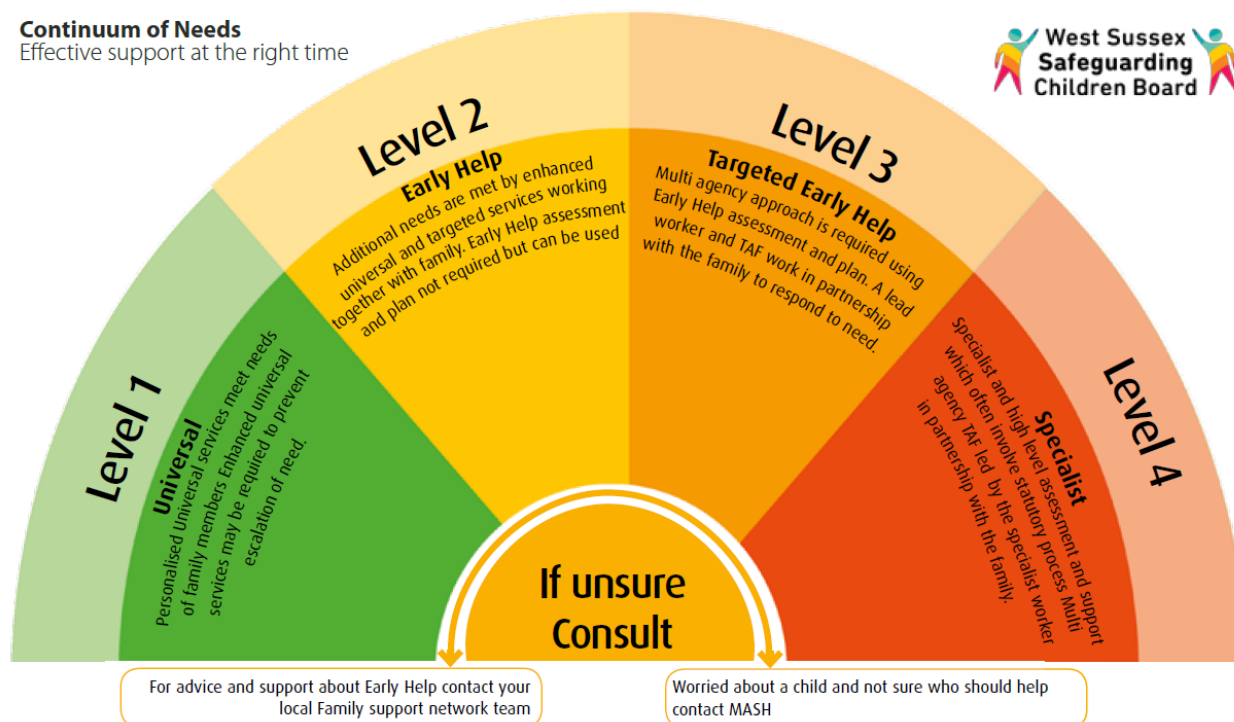
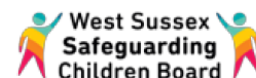
Information not included within termly parent reports but available on request.

Selection	Guidance
Waiting Priority 1	Significant and urgent need for counselling to be provided. Very high chance of securing counselling within the next term.
Waiting Priority 2	Notable need for counselling to be provided. Good chance of counselling being provided within two terms.
Waiting Priority 3	There is some need for counselling. Access to counselling is unlikely to be secured within the next year. Termly reviews will be undertaken to reassess level of need and provide counselling as soon as possible in the context of other competing need.
Parent or Child Refusal	Counselling is voluntary and relies on both a parent and a child engaging.
Currently	Child is currently receiving counselling support
Previously	Child has received internal counselling at some point whilst at Chesswood Junior School
External Currently	In rare circumstances, a child's needs may be so severe, complex or specialist that external counselling is required. Typically, children placed in care following exceptional trauma; children persistently displaying inappropriate sexualised behaviour would potentially access this level of support.
External Previously	Child has received external counselling at some point whilst at Chesswood Junior School

18. Safeguarding Thresholds

Continuum of Needs

Effective support at the right time



Safeguarding Manager update – termly

Information not included within termly parent reports but available on request.

Selection	Guidance
Level 4 CPP	Current Child protection Plan
Level 4 CIN	Current assessed as child in need
Level 4 CAFA	Not yet placed (and may not be placed at CPP or CIN, other IPEH (Integrated provision and earliest help) Level 1-3 are also options. https://www.westsussex.gov.uk/social-care-and-health/social-care-and-health-information-for-professionals/children/early-help/integrated-prevention-and-earliest-help-ipeh-services/
Case Closed Level 4	Case has been closed and not changed to any other specific safeguarding level.
MASH Referral	MASH (Multi Agency Safeguarding Hub) Currently referred to MASH and awaiting a response



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MASH NFA	A case has been referred to MASH internally or externally (note school are not always informed) and based on the evidence available at the time NFA – No further action is deemed necessary. As a result there is no placement or support through Level 2-4.
Early Help referral	A referral has been made for consideration of placement at Level 3 or 2. At the time of reporting it is being considered.
Step down 4 - 3 Early Help	Previously the child and family were subject to Level 4 statutory intervention. They are currently supported at Level 2 and 3
Level 3 Early Help	Child (and family) is currently support at level 3
Level 2 Early Help	Child (and family) is currently support at level 2
Case Closed Level 2-3	Case has been closed and not changed to any other specific safeguarding level.
Referral refused by parent	Level 2 and 3 support is entirely voluntary on behalf of the parent. It is possible for parents to refuse support and frustrate professional attempts at addressing present issues.
High RISK PSP	There are significant behaviour, emotional or mental health concerns, not yet meeting thresholds for Level 2+. However, child is presenting a serious risk to themselves or others and the PSP will be the core reference document for child, family and professionals to manage risks.
Pastoral Support Plan	Internal pastoral risks are present. They are not, at the present time, meeting thresholds beyond universal 'Level 1'. Class teacher, pastoral and possibly SEN team members would be involved in developing a PSP to reduce risks and increase positivity for child and others.
Feeling Good Check	A feeling good check has been initiated for at least two weeks. Child completes a review of the extent to which they feel good multiple times each day. Key risks to the 'feeling good' are identified.



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19. Red File

Completed by safeguarding manager, termly update

Information not included within termly parent reports but available on request.

Selection	Guidance
Active	There is an active safeguarding file stored within 'Bluebell room'
Not active	There is a 'non active' safeguarding file stored within 'Bluebell room'
	Blank indicates there has never been any significant safeguarding concerns and no red file exists for the child.



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20. Parents evening attendance

Confirmed by class teachers – termly update

Information not included within termly parent reports but available on request.

Selection	Guidance
Attended	Parent booked and attended appointment
Missed X	Parent booked but did not attend appointment and did not notify the school. This may be for good reason but it may also link to concerns around families being hard to reach.
Missed reason	Parent booked but did not attend appointment and did notify (apologised) the school
Rearranged and met	Parent booked but did not attend appointment. The parent rearranged and has now met teacher.
Attended SEN	Parent did not attend the parents evening but did attend the SEN meeting arranged within the past term
Not Booked	Parent did not book and did not attend a meeting with the class teacher or SENCO. This may be for good reason but it may also link to concerns around families being hard to reach.

21. Hard to reach

Pastoral team responsibility – termly update

Information not included within termly parent reports but available on request.

Selection	Guidance
Hard to reach (HTR)	<p>Either there has been no contact with parents despite reasonable efforts or parents have engaged minimally despite significant and tacit efforts to contact them.</p> <p>Parents that are hard to reach will typically:</p> <ul style="list-style-type: none">- Not attend any parents evening or SEN meeting- Will have inconsistent contact details – often changing without informing the school- Will have a wide range of plausible reasons for lack of contact e.g. no internet, no credit- Will agree appointments and then not attend, again giving plausible reasons



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Academic

22. Year 3 Key Stage 1 Anomalies

Y3 Class Teacher responsibility – Autumn term

Information not included within termly parent reports but available on request.

Year 3 teachers undertake a period of inducting children to Chesswood in the first half of the autumn term. At that point they will assess starting points in reading, writing and maths. Where it is believed anomalies exist the teacher is responsible for evidencing that point of view and ensuring that information is accessible to leaders and Ofsted, should that be required. Although test scores provide a guide, it really is just that! A formula has been created to cross reference the TA judgement EXS and GDS and the child's test outcomes (scaled score) to identify potential anomalies. If the test score is between -1 and -3 it suggests there may be a difference between class and test performance, beyond -3 it suggest a difference between class and test performance is more likely. Children have bad days and the test may not be reflective so it is teacher assessment that will provide the final objective view based on evidence available and collected. We are not seeking to call the KS1 result in questions rather state that in our professional opinion the child started Chesswood at the grade of your professional choice – again evidence is critical! If you do not have clear evidence the difference is not sufficiently large and therefore the KS1 outcomes must be accepted fully. It is critical that the anomaly is not over stated and is evidence based.

Selection	Test Outcomes	Guidance
Inflated +	TA outcome GDS 110 EXS 100 Test score is >-3 compared to scores above	Based on outcomes within the classroom in reading writing and maths there will be significant evidence that the KS1 criteria have not been sufficiently embedded or secured. The teacher must be clear on which elements have not been met and evidence this – in reading this may take the form of a video, in writing this may be on the basis of multiple independent writing examples and in maths response to activities and pop tests.
Inflated	TA outcome	The KS1 judgement for the child is above but not significantly i.e. there is every chance with consistently



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	GDS 110 EXS 100 Test score is >=3 compared to scores above	good teaching the child will be able to make accelerated progress. The teacher must be clear on which elements have not been met and evidence this, as above.
Deflated	WTS selected when child is 100+ EXS Selected when child has secure 110+	The judgement for the child seems below or significantly below the current outcomes and considering the Y2 guidance.
Accurate		Based on the outcomes a child has secured since September and considering the Y2 guidance, the class teacher believes that judgement is broadly accurate (one should expect some loss of skills, knowledge and understanding during the summer holidays)



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23. Homework

Class teacher responsibility termly update

Included within termly parent reports.

Current weekly homework expectations and how to check:

Weekly Homework				
Reading		Writing		Maths
Accelerated Reader		Spelling	IXL	Numbots/TTR
150 minutes (2.5 hours)		30 minutes	30 minutes	30 minutes
55%		11%	11%	11%

Type & duration	How to check
Reading: 30 minutes x 5 times per week (2.5 hours total).	Accelerated Reader % of personal target met. Can also check word count & diet (range of quality books) of reading.
Writing - spelling: 30 minutes practice.	Spelling tests in school show evidence of learning fortnightly spellings. Or evidence shows personalised spellings are being learned.
Writing – GPS: 30 minutes IXL.	IXL time spent. Can also cross reference skills in challenge zone against target skills set for homework and check number of questions answered.
Maths – fluency: 30 minutes on Numbots/TTR	Numbots - check progress – aim to reach Tin Level 35. TTR – coins earned, accuracy, speed. Can also check heat maps.
Maths: 30 minutes IXL (or Freckle for target	IXL time spent.



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children)	Can also cross reference skills in challenge zone against target skills set for homework and check number of questions answered. Freckle – training provided by Nik Gilbert if you have a target child.
Y6 revision (Spring term & early summer term)	Year 6 teachers to monitor if homework is being completed according to the pages or time set.
Choice homework – all other areas of the curriculum	NOT monitored.

Teacher judgements:

Weekly Homework				
Reading		Writing		Maths
Accelerated Reader		Spelling	IXL	Numbots/TTR
150 minutes (2.5 hours)		30 minutes	30 minutes	30 minutes
55%		11%	11%	11%
				IXL
				30 Minutes
				11%

If reading is completed (i.e. 100% achieved in a half term), then over half of all homework has been completed. IXL times should be close to the total of 30 minutes each week for the term (e.g. 6 weeks x 30 minutes = 180 minutes). Numbots and TTR may not be part of homework depending on the individual child's need. Spellings may be bespoke rather than judged by the weekly class test.

Selection	Guidance
Always	<p>Reading, Writing and Maths homework (see above) are always completed (80%+).</p> <p>There would not be regular gaps for one subject area, i.e. no writing but all maths and reading complete.</p> <p>The selection of 'Always' will be combined with engagement and behaviour judgements for the always and exceptional award</p>



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	(Exceptional Behaviour, engagement and always submit homework)
Mostly	<p>Reading, Writing and Maths homework (see above) are completed the very large majority of time (70-80%).</p> <p>This would generally be spread across the subjects but is not essential.</p>
Sometimes	<p>Reading, Writing and Maths homework (see above) are completed approximately half of the time (30-70%).</p> <p>This may vary for different subject areas, i.e. more writing than maths complete or not quite all complete each week or no writing but all maths and reading complete.</p>
Rarely	<p>Reading, Writing and Maths homework (see above) are completed sometimes (10-30%).</p> <p>This may vary for different subject areas, i.e. homework is complete some weeks but none completed in most weeks or very small amount done each week.</p>
Never	<p>There is no record of homework submission since the start of the year, nor is there evidence that preparation work has been undertaken for class assessments such as spelling or maths fluency.</p>



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24. Estimates, Personal Best and Risk

For each subject that relies on test data (reading, GPS and maths) a formula based estimate is generated. The formula initially focuses on KS1 data, test and TA outcomes

KS2 Standardised Scores and standardised score metrics

Standardised scores are used to support estimates. These are based on the following:

- current year termly outcomes,
- the year 3 initial test
- the annual summer outcomes for each year the child has been present at Chesswood Junior School.

As far as possible, we seek to undertake the same test battery each term to ensure we can compare and contrast reliably inter year and intra year. The following SS metrics are available to teachers:

Metric	Description																		
MIN	This is the minimum standardised score secured by the child on any test from Y3 baseline; across current academic year terms and across previous year summer results. (we do not track or include previous year autumn or spring results)																		
MAX (Personal Best)	As above for the maximum standardised score																		
Range	<p>This is the difference between the min and max standardised score. The table below confirms the grade judgement associated with the range size. The judgments are not to state whether the range is good or otherwise – as a large range may be significant progress from a low start to current or vice versa. Teachers should interrogate the data further for children with or beyond a notable range to determine whether they are improving over time.</p> <table><tr><th>Range</th><th>Order</th><th>Grade</th></tr><tr><td>0</td><td>1</td><td>Matched</td></tr><tr><td>1</td><td>2</td><td>Limited Range</td></tr><tr><td>4</td><td>3</td><td>Notable Range</td></tr><tr><td>10</td><td>4</td><td>Significant Range</td></tr><tr><td>20</td><td>5</td><td>Exceptional range</td></tr></table>	Range	Order	Grade	0	1	Matched	1	2	Limited Range	4	3	Notable Range	10	4	Significant Range	20	5	Exceptional range
Range	Order	Grade																	
0	1	Matched																	
1	2	Limited Range																	
4	3	Notable Range																	
10	4	Significant Range																	
20	5	Exceptional range																	
Mean and Median																			
Benchmark																			
Subject Target	<p>100:-15:85:-15:100:0 (Target Group 1)</p> <p>The above example confirms, the minimum target as 100. The child's</p>																		



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Expectation Overview	<p>current (most recent) test outcome is currently 15 below that minimum target. In turn that current outcome is 15 below the child's MAX (personal best). The MAX (personal best) and the target are matched 0 difference at 100.</p> <p>Therefore the child has shown they can get to the minimum standard but they have fallen well below therefore urgent attention is needed – pupil progress meeting, year leader, subject leader focus.</p> <p>100:-3:97:0:97:-3 (Target Group 2)</p> <p>The above example confirms, the minimum target as 100. The child's current (most recent) test outcome is currently 3 below that minimum target. The child's current performance and MAX are matched – 0 difference and remain 3 below minimum target. The challenge is, in this case is reasonable, as a gap of 3 points may be overcome. The larger the gap in the group the larger the challenge. In essence, the child needs to achieve beyond their current personal best to meet the target estimate.</p> <p>120:3:123:-2:125:2 (Target Group 3)</p> <p>The above example confirms, the minimum target of 120. The child's current performance is 3 points above. In addition, the child has some headroom between their current and their MAX (personal best). The current is currently 2 points below their best.</p> <p>The child is maintaining a good position and therefore is assigned to monitor and sustain. They are above their minimum target and within a short distance of their best so they are not coasting.</p>

Range

SS Range	SS Order	Range Grade	Guide
0	1	Matched	Typically where range is less than 4 it indicates a child's performance is consistent. It is important to note that range becomes more reliable with an increased number of test outcomes, in Year 3 a close match may exist due to limited tests.
1	2	Limited Range	As Above
4	3	Notable Range	A range between 4-10 is not necessarily a cause for concern particularly for children at the extremes <85 and > 118. The range may be an increase from a



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			low start (this should be typical). However, it may be regression from a high start. Professionals should be conscious of the underlying reason and take appropriate next steps
10	4	Significant Range	As above – it is increasingly important for professionals to review and understand the underlying reason for the range – where it is significant progress then monitor and sustain. If it is regression then intervene determining which levers could and should be used
20	5	Exceptional range	



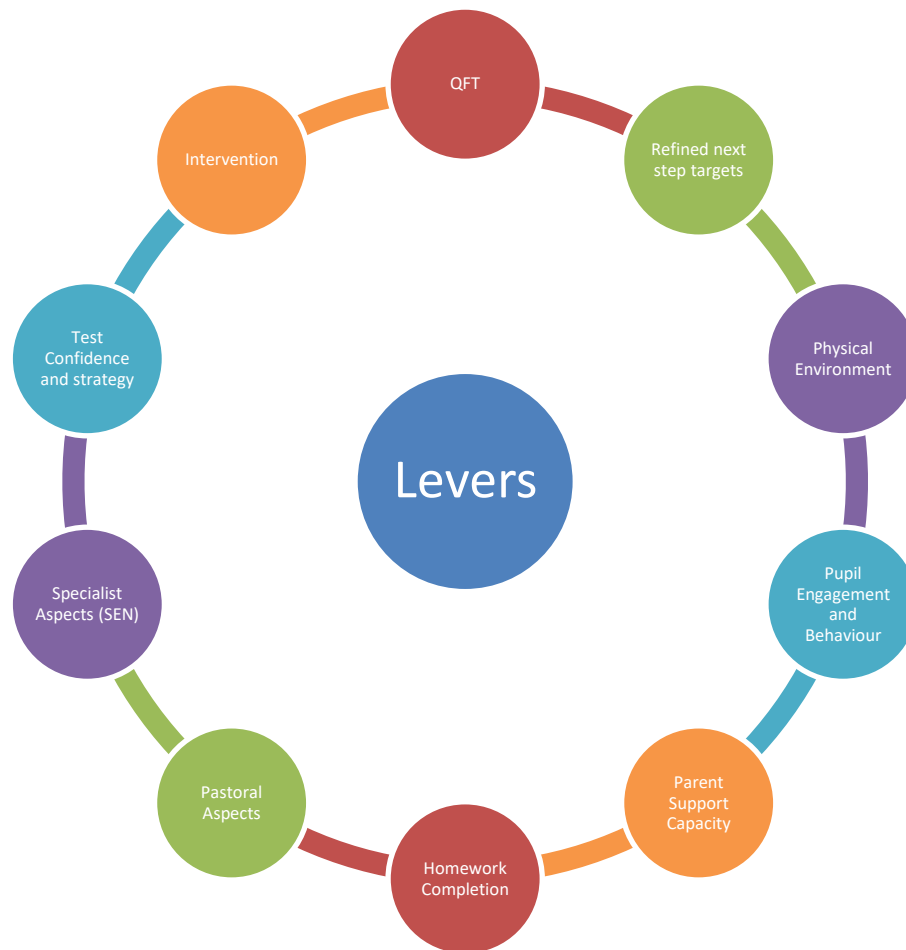
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Personal Best Levers

Once professionals are conscious of performance of the child and it is thought that performance is below the personal best or their current personal best is not a true reflection; professionals will consider the potential levers to mitigate barriers to learning. The model below captures a range of levers (not exhaustive) available to professionals to mitigate for a child's subject performance that is below their personal best.





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Target Groups

There are three distinct target groups for each subject and each child to be assigned to:

Group	Description	So what...
1	<p>Current SS is below minimum expected standardised score AND Minimum expected standardised score is equal to or below the maximum SS secured by the child ever.</p> <p>Current SS >>>>>Target Estimate >>>>> Max SS (Personal Best)</p>	<p>High Priority Focus This group are the highest priority for subject focus. Child is currently below the minimum estimate. However, their maximum SS is inline with or above the minimum estimate. There is therefore capacity to move to and potentially beyond the minimum SS threshold, if the child is able to optimise their performance. It is the role of class teachers, support staff and leaders to reliably understand the factors leading to performance below estimates and use appropriate levers to optimise performance.</p>
2	<p>Max (personal best) SS is below minimum expected standardised score AND Current SS is in line with or below Max (personal best).</p> <p>Current SS >>>>> Max SS (Personal Best) >>>>>Target Estimate</p>	<p>Priority Focus This group are the next priority. The individual child's personal best remains below the minimum target threshold SS. It is also possible that current performance is below or well below their personal best. The focus is therefore to support the return of the child to their personal best and to accelerate progress to improve beyond personal best and above the minimum target threshold SS. Clearly this is a challenge but converting this group individual subjects and therefore RWM combined is critical to year group and whole school performance.</p>
3	<p>Current SS equals or is above target estimate SS AND Max (personal best) SS is above (potentially well above) current standardised score</p> <p>Target Estimate >>>>> Current SS >>>>> Max SS (Personal Best)</p>	<p>Monitor and Sustain This group are the lowest comparable priority given finite resources. However, class teacher and leaders must remain conscious of the following: 1. The child may be coasting, especially if they are well below their MAX (personal best) 2. It is possible that the max and current performance may provide an opportunity to increase the target estimate.</p>



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Target Risk Group 1 – Below target and PB above target

TAR	Target Risk Group 1 Guide	1 Focus
1	Meeting estimate and well below PB	Priority Focus
2	Below estimate and well below PB	High Priority Focus
3	In Line with estimate and moderately lower than PB	High Priority Focus
4	Well below aligned estimate and PB	High Priority Focus
5	Exceptionally low with PB at estimate	Review Estimate - potential downgrade

Target Risk Group 2 – Below PB and PB below target

TAR	Target Risk Group 2 Guide	2 focus
1	Improve marginally to PB to meet estimate	High Priority Focus
2	Improve notably to PB AND marginally beyond to meet estimate	High Priority Focus
3	Improve significantly to PB and marginally beyond to meet estimate	Priority Focus
4	Improve significantly to PB and significantly beyond to meet estimate	Priority Focus
5	Securing PB or beyond unrealistic	Review Estimate Rationale

Target Risk Group 3 Above target and below PB

TAR	Target Risk Group 3 Guide	3 focus
1	Estimate met working at PB	Monitor and Sustain
2	Above estimate and in line PB	Monitor and Sustain
3	Well balanced achievement	Monitor and Sustain
4	Securely above estimate and notably below PB	Monitor and Sustain
5	Estimate met but significantly below PB	Review Estimate - potential upgrade

Personal Best Proximity Risk Guide

%	Personal Best	Risk
0	AT PB	0
<=10%	In line with PB	1
<=25%	Upper performance	2
<=40%	Mid performance	3
<=60%	Lower performance	4
<=100%	At lowest performance	5



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Target Estimate Formula

Target Estimate Judgement	TE no.	KS1 Estimate	KS2 Estimate
		=IF(\$B9="", "", IF(OR(HI9="", HI9=" ", HI9="X", HI9="N"), 0, IF(AND(HI9="GDS", (OR(HM9="", HM9=" ", HM9="N", HM9="X"))), 2, IF(AND(HI9="GDS", HM9>=115), 1, IF(AND(HI9="GDS", HM9>=113, AXU9<=3), 1, IF(AND(HI9="GDS", HM9<115), 2, IF(AND(HI9="EXS", (OR(HM9="", HM9=" ", HM9="N", HM9="X"))), 4, IF(AND(HI9="EXS", HM9>=105), 3, IF(AND(HI9="EXS", HM9>=103, AXU9<=3), 3, IF(HI9="EXS", 4, IF(AND(HI9="WTS", HM9>85), 5, IF(AND(HI9="WTS", (OR(HM9="", HM9=" ", HM9="N", HM9="X"))), 5, IF(AND(HI9="WTS", HM9<=85), 6, IF(HI9="PKF", 6, 0)))))))))))))	=IF(\$B84="", "", IF(OR(EY84="", EY84=" "), 0, IF(EY84>=130, 1, IF(AND(EY84>=125, AXU84<=3), 1, IF(EY84>=117, 2, IF(AND(EY84>=105, AXU84>3), 3, IF(AND(EY84>=103, AXU84<=3), 3, IF(EY84>=95, 4, IF(EY84>=85, 5, 6)))))))
KS1 Anomaly		Where the difference between the KS1 estimate and the KS2 estimate is equal to or less than	
Professional Judgement	0	A formula based estimate is not available as there are no KS1 TA or test outcomes and there are no KS2 tests.	A formula based estimate is not available as there are no test results. The KS1 data will be used as the KS2 estimate as this is the least worst guide in the absence of other data.
Greater Depth Minimum Target SS 120	1	If KS1 TA = GDS AND KS1 test is equal to or greater than 113 AND Context risk is equal to or less than 3; OR If KS1 TA = GDS AND KS1 test is equal to or greater than 115 AND Context risk is between 4 & 5 high context risk; Then it is expected that the child will meet greater depth – there is no good reason why they shouldn't given the reported performance.	If benchmark test outcomes (Average of Min, Max, Average and Median) are equal to or greater than 130. OR If benchmark test outcomes are equal to or greater than 125 AND context risk is less than or equal to 3 (low to moderate risk). Then it is expected that the child will meet greater depth – there is no good reason why they shouldn't given the reported performance. (95%+ of this group)
Greater Depth Challenge	2	If there is no KS1 test result and the TA equals GDS OR	If benchmark test outcomes (Average of Min, Max, Average



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Minimum Target SS 120		<p>If KS1 TA equals GDS and KS1 test is lower than 115 AND context risk is equal to or greater than 4</p> <p>Then Greater Depth Challenge is selected</p>	<p>and Median) are equal to or greater than 117.</p> <p>Then it is the child will be greater depth challenge – they are sufficiently close to the 120 threshold that with sustained quality first teaching AND learning should secure Greater Depth (50%+ of this group)</p>
Meet Minimum Target SS 100	3	<p>If KS1 TA = EXS AND KS1 test is equal to or greater than 105 AND Context risk is equal to or greater than 4; OR If KS1 TA = EXS AND KS1 test is equal to or greater than 103 AND Context risk is between less than or equal to 3 low context risk;</p> <p>Then it is expected that the child will meet– there is no good reason why they shouldn't given the reported performance.</p>	<p>If benchmark test outcomes (Average of Min, Max, Average and Median) are equal to or greater than 105 AND context risk is equal to or greater than 4 (high risk). OR If benchmark test outcomes are equal to or greater than 103 AND context risk is less than or equal to 3 (low to moderate risk).</p> <p>Then it is expected that the child will meet age related expectations – there is no good reason why they shouldn't given the reported performance. (95%+ of this group)</p>
Meet Challenge Minimum Target SS 100	4	<p>If there is no KS1 test result AND the TA equals EXS OR If KS1 TA equals EXS and KS1 test is lower than 105 AND context risk is equal to or greater than 4 Then Meet Challenge is selected</p>	<p>If benchmark test outcomes (Average of Min, Max, Average and Median) are equal to or greater than 95.</p> <p>Then the child will be meet challenge – they are sufficiently close to the 100 threshold that with sustained quality first teaching AND learning should meet age related expectations (50%+ of this group)</p>
Accessing Minimum Target SS 85	5	<p>If KS1 TA is equal to WTS AND KS1 test is equal to or greater than 85 OR If there is no KS1 test result and KS1 TA is WTS Then accessing is selected. It is noted that this may lead to some children targeted for accessing who may in reality</p>	<p>If benchmark test outcomes (Average of Min, Max, Average and Median) are between 85 and 94</p> <p>The child is not targeted to meet. The consequences for the child of this are significant. Professionals should exhaust leverage options to place the</p>



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		be below, this indicates the importance of the on going KS2 tests and final estimate professional judgement.	child realistically, at least, into the meet challenge group.
Below Minimum Target SS 75 (it is likely that the most severe and complex needs will secure result below 75 or not be able to access the test)	6	If KS1 TA is equal to WTS AND KS1 test is below 85	If benchmark test outcomes (Average of Min, Max, Average and Median) are below 85 The child will be targeted as below. It is highly likely that they will be placed on the SEN register for one or more subject and learning needs. Again, estimates at this level although essential demonstrate to professional significant concerns as children move towards and transfer to secondary school. A target of below is NOT a reason to reduce challenge for a child, it is an indicator to consider which leverage has been or could be used to accelerate progress and optimise attainment.

Combined Auto Estimates

The final formula-based estimate uses both the KS1 data and the KS2 test data. The outcomes of both KS1 and KS2 estimates from the table above are combined to determine a final estimate using the look up table below. The column on the right hand side (Target Estimate) uses the same number grading system as the table above to determine the combined target.

Concatenate (KS1, CJS)	KS1	CJS	Target Estimate
0 0	0	0	0
0 1	0	1	1
0 2	0	2	2
0 3	0	3	3
0 4	0	4	4
0 5	0	5	5
0 6	0	6	6
1 0	1	0	1
1 1	1	1	1
1 2	1	2	1
1 3	1	3	2
1 4	1	4	7
1 5	1	5	7



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1 6	1	6	7
2 0	2	0	2
2 1	2	1	1
2 2	2	2	2
2 3	2	3	2
2 4	2	4	7
2 5	2	5	7
2 6	2	6	7
3 0	3	0	3
3 1	3	1	1
3 2	3	2	2
3 3	3	3	3
3 4	3	4	3
3 5	3	5	7
3 6	3	6	7
4 0	4	0	4
4 1	4	1	1
4 2	4	2	2
4 3	4	3	3
4 4	4	4	4
4 5	4	5	4
4 6	4	6	0
5 0	5	0	5
5 1	5	1	1
5 2	5	2	2
5 3	5	3	3
5 4	5	4	4
5 5	5	5	5
5 6	5	6	5
6 0	6	0	6
6 1	6	1	1
6 2	6	2	2
6 3	6	3	4
6 4	6	4	4
6 5	6	5	5
6 6	6	6	6
0		0	0
1		1	1
2		2	2
3		3	3
4		4	4
5		5	5
6		6	6



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Final Professional Estimates

Class Teachers have an opportunity to review formula driven target estimates to address individual anomalies. Target estimates need to be confirmed by the class teacher – they are transferred at the beginning of the year to populate the subject estimate column (no formula) where a drop-down selection is available for class teachers. **It is expected that only a very small minority will need to be adjusted and then only with valid and reliable evidence to support decision.** If adjustment is required up or down, class teachers select new target and leaders will then review prior to performance management process to determine agreement. The target estimates will remain for the remainder of the academic year and form the basis of the data review in performance management.



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RWM Risk Groups

RWM Group	Estimate	Current acquisition	Individual Subjects Incl	achievement context	Priority review	Selected because:	Professional Focus
X						System anomaly - URGENT	Notify head teacher of the X code
0						URGENT Missing Target and/or Test Data	Class Teacher and Year leader ensure target estimate is set and where appropriate missing tests are completed
1	2	0	<=-1	0	3	A moderate priority (3). ARE RWM Secured in line with estimate. However, ONE OR MORE GDS INDIVIDUAL SUBJECT ESTIMATES HAVE NOT BEEN MET. RWM Appraisal expectation	Class teacher and subject leader GDS focus
2	2	0	<=-1	1	3	A moderate priority (3). ARE RWM Secured in line with estimate. However, ONE OR MORE GDS INDIVIDUAL SUBJECT ESTIMATES HAVE NOT BEEN MET. RWM Appraisal expectation	Class teacher and subject leader GDS focus. Supported by wider teams as appropriate to mitigate contextual challenges
3	2	0	>=0	0	5	The lowest priority (5) as MEETING OR EXCEEDING RWM AND INDIVIDUAL SUBJECT ESTIMATES. RWM Appraisal expectation	Class teacher monitor and sustain
4	2	0	>=0	1	5	The lowest priority (5) as MEETING OR EXCEEDING RWM AND INDIVIDUAL SUBJECT ESTIMATES - there is evidence of resilience and effective mitigation of the challenge factors here.- RWM Appraisal high challenge.	Class teacher monitor and sustain. Supported by wider teams as appropriate to address contextual challenges
5	2	<=-1	<=-1	0	1	The highest priority (1) falling NOW BELOW RWM ARE with ONE OR MORE SUBJECTS BELOW ESTIMATES. RWM Appraisal expectation	Year leader and subject leader critical focus supported effectively by class teacher and wider teams
6	2	<=-1	<=-1	1	1	The highest priority (1) falling NOW BELOW RWM ARE with ONE OR MORE SUBJECTS BELOW ESTIMATES. RWM Appraisal high challenge.	Year leader and subject leader critical focus supported effectively by class teacher and by wider teams as appropriate to address contextual challenges
7	1	<=-1	<=-1	0	2	A high priority (2) as child is BELOW GDS RWM AS ONE OR MORE SUBJECTS ARE BELOW GDS ESTIMATES. RWM Appraisal expectation	Year leader and subject leader key focus supported effectively by class teacher and wider teams
8	1	<=-1	<=-1	1	2	A high priority (2) as child is BELOW GDS RWM AS ONE OR MORE SUBJECTS ARE BELOW GDS ESTIMATES. RWM Appraisal high challenge	Year leader and subject leader key focus supported effectively by class teacher and by wider teams as appropriate to address contextual challenges



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RWM Group	Estimate	Current acquisition	Individual Subjects Incl	achievement context	Priority review	Selected because:	Professional Focus
9	1	0	<=-1	0	4	A low priority (4) child MEETING GDS RWM estimate. However, WRITING GPS BELOW GDS ESTIMATE. RWM Appraisal expectation	Class teacher focus on writing GPS to match open writing
10	1	0	<=-1	1	4	A low priority (4) child MEETING GDS RWM estimate. However, WRITING GPS BELOW GDS ESTIMATE. RWM Appraisal high challenge.	Class teacher focus on writing GPS to match open writing. Supported by wider teams as appropriate to address contextual challenges
11	1	0	>=0	0	5	The lowest priority (5). The child is MEETING GDS RWM AND ALL INDIVIDUAL SUBJECTS AT OR ABOVE ESTIMATES . RWM Appraisal expectation	Class teacher monitor and sustain
12	1	0	>=0	1	5	The lowest priority (5). The child is MEETING GDS RWM AND ALL INDIVIDUAL SUBJECTS AT OR ABOVE ESTIMATES . RWM Appraisal high challenge.	Class teacher monitor and sustain. With wider teams, as appropriate, address contextual challenges
13	3	0	<=-1	0	2	A high priority (2) BELOW INDIVIDUAL SUBJECT ESTIMATES CRITICAL FOR BASIC SKILLS - RWM ARE NOT ESTIMATED	Class teacher, TA, SEN and subject leader single subject focus
14	3	0	<=-1	1	2	A high priority (2) BELOW INDIVIDUAL SUBJECT ESTIMATES CRITICAL FOR BASIC SKILLS - RWM ARE NOT ESTIMATED. NOTABLE ADDITIONAL CONTEXTUAL CHALLENGE	Class teacher, TA, SEN and subject leader single subject focus. Supported by wider teams, as appropriate, to address contextual challenges
15	3	0	>=0	0	3	A moderate priority (3). BELOW ARE BUT MEETING INDIVIDUAL SUBJECT ESTIMATES. CRITICAL FOCUS ON GAINING INDIVIDUAL ARE IN ONE OR MORE SUBJECTS	Class teacher, TA and SEN maintain and accelerate where possible
16	3	0	>=0	1	3	A moderate priority (3). BELOW ARE BUT MEETING INDIVIDUAL SUBJECT ESTIMATES. CRITICAL FOCUS ON GAINING INDIVIDUAL ARE IN ONE OR MORE SUBJECTS. NOTABLE ADDITIONAL CONTEXTUAL CHALLENGE	Class teacher, TA and SEN maintain and accelerate where possible. Supported by wider teams, as appropriate, to address contextual challenges



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25. Attainment

25.1. Age related expectations – reading, writing, maths

Class teacher responsibility termly update

Included within termly parent reports.

Selection	Guidance
Below	Child is highly likely to be on the SEN register – School Support, and for children well below 2+ years below with severe and complex needs an EHCP.
Accessing	A child is not currently on track to meet age related expectations due to gaps in knowledge that are unlikely to be secured by the end of the programme of study and the need for additional support, beyond what is typically required for a child.
Accessing RFC	Although the child is not currently meeting (as detailed below) the class teacher believes, given all evidence available, that it is very likely that the child will make sufficiently strong progress that they will meet age related expectations by the end of the year. NOTE: it is important that class teachers DO NOT display caution or determine a conservative judgement due to uncertainty identifying children as Accessing RFC when they can reasonably be considered as 'Meeting'
Meeting (PJ)	WRITING JUDGEMENT ONLY As per 'Meeting and Met' below. Select this option in <u>writing only</u> when a child is on the threshold of meeting with one or more aspects not yet consistent, sustained or secure, as per national guidance. Evidence for this child is likely to lead to professional debate within moderation. The class teacher needs to be conscious and clear regarding aspects secured and aspects not currently secured and can support their judgement with confidence against national guidance. Within moderation other balanced arguments may challenge the class teacher view and the class teacher should be sufficiently flexible to adjust judgement if the weight of evidence is challenged successfully.
Meeting	In response to appropriate age related challenge and expectation child is typically successful initially or in response to feedback. At this stage the child has not met (as the curriculum has not been delivered or completed). Notwithstanding this, given sustained success against age related expectations the child is likely to master the objectives required to 'meet' within the subject by the end of the assessment period. The teacher will, in all likelihood, have the evidence to demonstrate the child's mastery of the expected skills knowledge and understanding at that point. NOTE: DO NOT display caution or determine a conservative judgement due to uncertainty; base the judgement on the evidence available strongly supported by the use of band sheets. As a guide the class



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	<p>teacher should consider the performance management targets for the class – significant deviation, either way, from the targets especially the baseline of all classes securing attainment in excess of national outcomes should be considered further by the teacher and raised with the year leader and team. Significant differences must be considered in year group meetings and be subject to moderation. Consistent, <u>evidence based</u> judgements with reasoned and reasonable projections, between teachers within a year group are an integral part of the assessment process.</p>
Met	<p>Based on a teacher assessment review, taking into account evidence in books and recorded success on band sheets, at the end of the assessed period (end of Y4 and Y6 for reading and writing; end of year Maths) the class teacher is satisfied that the required skills, knowledge and concepts have been mastered.</p> <p>NOTE: DO NOT display caution or make a conservative judgement; make a judgement based on the evidence available and where necessary by triangulating from other information available, especially the band sheet evidence bank i.e. if they can evidence X and Y it follows the must be able to do Z (even though the evidence may not be immediately available).</p> <p>A teacher must be able to state:</p> <ul style="list-style-type: none">• This child has not met because the child has not mastered X (X must be an objective detailed within the age related expectations; X may be an objective from a previous age group);• This child has met because the relevant age related expectations have been sufficiently mastered and the overwhelming majority of these could be evidenced, if required.• I am not in a position to make a secure judgement therefore more evidence gathering would be required. Again, sustained band sheets use and development is expected and will support confident teacher assessment judgements when the time comes.
Greater Depth RFC	<p>Although the child is not currently greater depth (as detailed below) the class teacher believes, given all evidence available, that it is very likely that the child will make sufficiently strong progress that they will be above age related expectations by the end of the year. NOTE: it is important that class teachers DO NOT display caution or determine a conservative judgement due to uncertainty identifying children as Greater Depth RFC when they can reasonably be considered as 'Greater Depth'</p>
Greater Depth	<p>During and at the end of the assessment period, the child has demonstrated skills, knowledge and conceptual understanding notably beyond age related expectations. Greater depth is selected when a child has experienced a typical diet of learning activities that have provided additional 'thinking challenge and complexity' and has typically been successful in this endeavour.</p> <p>The teacher is confident that all objectives will be met by the end of the programme of study with the majority being mastered at a depth notably</p>



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	in excess of that which is typically expected for the age group.
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25.2. Standard Score Guide – reading, writing, maths

Head teacher responsibility – termly update

Included within termly parent reports.

Test outcomes are overwhelmingly reliable when looking at groups of a significant size – 10-15 children. However, even larger groups can be affected by test anomalies. Whilst test information is essential and does provide an independent guide to a child's achievement, class teachers must not use this as the singular or main guide to determine their teacher assessment judgement. The teacher assessment judgement must be based overwhelmingly on the success or otherwise of a child against daily age related tasks and expectations.

Selection	Guidance
115+	Score indicates child may be working at greater depth. Scores secured above 120-125 may be subject to larger than expected variation from test to test each term, on that basis the progress indicators will be less reliable.
105 – 114	Score indicates child securely meeting age related expectations
100-105	Scores within this range are considered to be meeting age related expectations however they are not yet sufficiently secure. Small changes in test outcomes may result in test outcomes below 100.
95-99	Score potentially indicating child may be meeting age related expectations, if standard deviations were to be considered. For the purposes of data management at Chesswood scores within this range are considered to be below age related expectations. Triangulation with other evidence to ensure robust teacher assessment is important. Children within this range will be a high priority focus to secure 'age related expectations'.
85-94	Low score – consideration might still be given to placement on SEN register. This score indicates attainment below age related expectations. However, a single test for an individual child can include significant anomalies.
<85	Very low score – if the score is reliable and consistent with other evidence then placement on the special educational needs register – consult with SENCO having reviewed evidence first. Scores at this level indicate attainment well below age related expectations.



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25.3. Age Related Expectations - Other Subjects

Class teacher responsibility twice yearly update.

Specialist teachers responsible for all children within their subjects.

Included within summer term parent report.

Teacher assessment will be based upon the units of work covered throughout the year and associated activities (i.e. impromptu class discussions for PSHE or sports days for PE). Teachers should form a holistic judgement based upon attainment in lessons, quizzes and assessments. For subject specific advice, see the section below.

Selection	Guidance
Below	Child is highly likely to be on the SEN register – 1+ years below ARE.
Working Towards Meeting	<p>A child is not currently on track to meet age related expectations due to gaps in knowledge that are unlikely to be secured by the end of the programme of study and the need for additional support, beyond what is typically required for a child.</p> <p style="text-align: center;">Working Towards</p> <ul style="list-style-type: none"> Children do not remember key knowledge and struggle to demonstrate skills without support Learning is shallow – surface, temporary, often lost
Meeting	<p>In response to appropriate age related challenge and expectation child is typically successful initially or in response to feedback. Given sustained success against age related expectations the child is likely to master the objectives required to 'meet' within the subject by the end of the assessment period.</p> <p>The teacher will, hopefully, have the evidence to demonstrate the child's mastery of the expected skills knowledge and understanding at that point (quiz results, end of unit assessment, completed work) – if not, considered, professional judgement is acceptable.</p> <p style="text-align: center;">Met</p> <ul style="list-style-type: none"> Children remember the majority of key knowledge (evidence in the long term) <ul style="list-style-type: none"> Learning sticks, can be recalled and used Children can make links / ask questions and begin to offer their own opinions / make choices Where relevant they can demonstrate skills in context
Exceeding	<p>During and at the end of the assessment period, the child has demonstrated skills, knowledge and conceptual understanding notably beyond age related expectations.</p> <p>The teacher is confident that all objectives will be met by the end of the programme of study with the majority being mastered at a depth notably</p>



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in excess of that which is typically expected for the age group.

Greater Depth

- Children apply their knowledge and skills to different contexts consistently, confidently and fluently
- They work independently
 - organising their own ideas and making connections with other areas of learning
 - apply knowledge and skills without recall to adult support
- They can clearly explain what they have been doing and reason the choices they have made – they develop their own views and back these up convincingly

25.3.1. ARE – Art

Consider the child in context with the rest of the class based upon the key themes for art: We are artists; We are graphic designers/printers; We are sketchers; and We are creators of 3D art. The creation process and completed artwork will help form a holistic judgement alongside the child's opinions, knowledge and skills.

25.3.2. ARE – Computing

Consider the child in context with the rest of the class based upon the key themes for computing: Communication; Coding; E-safety; and Computing skills. Completed computer work will help form a holistic judgement alongside the child's opinions, knowledge and skills.

25.3.3. ARE – DT

Consider the child in context with the rest of the class based upon the key themes for DT: We are chefs; We are textile designers; and We are engineers. The creation process and completed work will help form a holistic judgement alongside the child's opinions, knowledge and skills.

25.3.4. ARE – Geography

Consider the child in context with the rest of the class based upon the key themes for geography: Locational knowledge; Place knowledge; Human and physical geography; and Geographical skills and fieldwork. Work in geography books will help form a holistic judgement alongside the child's opinions, knowledge and skills.

25.3.5. ARE – History

Consider the child in context with the rest of the class based upon the key themes for history: Chronology; and Locality. Work in history books will help form a holistic



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judgement alongside the child's opinions, knowledge and skills.

25.3.6. ARE – Languages

Consider the child in context with the rest of the class based upon the key themes for MFL - French: Intercultural understanding; Knowledge about language (grammar); Listening and speaking; Reading; and Writing. Confidence and application in lessons will help form a holistic judgement alongside the child's opinions, knowledge and skills.

25.3.7. ARE – PSHE

Consider the child in context with the rest of the class based upon the key themes for PSHE: We are safe; We are healthy; We have positive relationships; and We are part of a wider world. PSHE discussions and reflections upon their own actions and attitudes will help form a holistic judgement alongside the child's opinions, knowledge and skills.

25.3.8. ARE – RE

Consider the child in context with the rest of the class based upon the key themes for RE: Christianity; Hinduism; Judaism; and Islam – beliefs, practices and festivals. Work in RE books will help form a holistic judgement alongside the child's opinions, knowledge and skills.

25.3.9. ARE – Science

Consider the child in context with the rest of the class based upon the key themes for science: We are biologists; We are physicists; We are chemists. Work in science books and practical experiments will help form a holistic judgement alongside the child's opinions, knowledge and skills. Their application and interest in the science homework bags could also be considered.

25.4. Age Related Expectations - Specialist Subjects

The subject specialist teachers will form judgements for PE and music for all children.

25.5. Target Estimate – other and specialist subjects

The target estimate (based on the age related expectation criteria above) is a teacher responsibility and once set is not expected to change markedly for most pupils. It will provide subject leaders and senior leaders important information about relative expectations across subjects and pupil groups (including disadvantaged children). Analysis of this information, at a later date will support, future understanding and action.



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The report includes a guide for parents on the extent to which their child has met the age related expectation target from Well Above to Below (see table below)

Target	Guide
3	Well Above
2	Well Above
1	Above
0	In Line
-1	Working Towards
-2	Below
-3	Below

The guide is found by subtracting the attainment grade from the target selection (all automatic), for instance Meet target (2) - Exceeding attainment (1) = 1 Above; Meet Target (2) – Work Towards (3) = -1 Working Towards Target. It is important that each teacher, based on their professional knowledge and judgement selects a target that they believe is a 'reasonable challenge'. It is important that teachers do not select the target to meet the current attainment as that is 'in line'. We all need to have a good understanding of the similarities and differences on the expectations of children against their actual achievement.

26. Progress

26.1. Age related expectations – reading, writing, maths

Class teacher responsibility termly update

Included within termly parent reports.

When determining the most accurate progress judgement, please note the following:

- One exceptional test without the support of actual evidence in books should not lead to automatic selection of this level of a level – triangulation and the ability to dismiss information that genuinely outlies the norm for the child.
- In all areas, the teacher must expect to triangulate between children's development and progress in lessons (recorded outcomes, engagement and verbal); with outcomes from formative tests and online platforms and with outcomes from summative testing.



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- Within writing the key guide will be progress as seen through extended pieces of writing (taught and independent, spanning multiple genres) and the teachers record of skill and knowledge acquisition and application.

Selection	Guidance
Well above expected Guide SS score ≥ 7 July outcomes to latest	<p>From starting points (Y2 when anomalies are not evident, Y3 Entry, Current year) a child's progress is exceptionally strong, typified by clear evidence that they are either</p> <ul style="list-style-type: none">• closing any existing gap with age related expectations (ARE) with substantial speed,• accelerating from ARE to Greater Depth (GDS)• maintaining outstanding performance within Greater Depth (Standard Score (SS) 120) <p>In all circumstances they will be routinely requiring additional challenge, beyond what has previously been required, to ensure their learning needs are met. It is likely that the teacher has significant pride in the progress the child is making, the child is likely to demonstrate increasing confidence and engagement as a result of their success. It is highly likely that data will show significant improvement when viewing standardised scores from starting points.</p>
Above expected (strong) Guide SS score ≥ 3 to < 7 July outcomes to latest	<p>From starting points (Y2, Y3 Entry, Current year) a child's progress is strong. They are demonstrating sustained improvement in skills, knowledge and understanding.</p> <ul style="list-style-type: none">• If their starting points are below age related expectations there will be evidence to show they are closing the gap to age related expectations.• If they are in line with age related expectations they will demonstrate clearly evidenced improvement to consolidating, broadening and deepening skills knowledge and understanding.• Where starting points indicated performance was already close to or at greater depth, strong progress would be secured by securing and sustaining greater depth or sustaining very high greater depth attainment. <p>Typically, it is expected that standardised scores will demonstrate strong improvement, but not always. When anomalies arise teachers must provide a valid and reliable rationale and evidence for selecting 'strong progress'.</p>
Expected Guide SS score ≥ -3 to < 3	<p>From starting points child progress is acceptable but nothing more. They will be making progress to maintain their current position as their age increases and the year progresses but there is insufficient evidence when considering development and progress in lessons (recorded outcomes, engagement and verbal); with outcomes from formative tests and online platforms and with outcomes from summative testing.</p>



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Below expected <-3 - >-7	Expected progress is not yet secure or sustained, there may be concern and evidence regarding the child not coping with the learning demands previously accepted.
Well below expected <-7 One exceptionally low test outcome without the support of actual evidence in books should not lead to automatic selection of this level – defer to teacher judgement in this case .	<p>From starting points a child's progress is exceptionally weak, typified by clear evidence that any existing gap is widening considerably or they are requiring substantially less challenge, below what has previously been required, to ensure their learning needs are met.</p> <p>It is likely that the teacher has significant concern about the progress the child is making. Teacher must demonstrate they are taking action to rectify it (quite possibly multiple things are being tried with limited success- academically or pastorally). The child is likely to demonstrate significantly decreasing confidence and engagement, as a result of their frustrated progress, – behaviour and engagement will almost certainly be affected negatively.</p>

26.2. Age related expectations – other subjects

Class teacher responsibility twice yearly update.

Specialist teachers responsible for all children within their subjects.

Included within summer term parent report.

Selection	Guidance
Well above expected Guide September to latest	<p>From starting points a child's progress is exceptionally strong, typified by evidence with reliable rationale from the teacher that they are either</p> <ul style="list-style-type: none"> • closing any existing gap with age related expectations (ARE) with substantial speed, • accelerating from ARE to exceeding • maintaining outstanding performance within exceeding <p>In all circumstances they will be routinely requiring additional challenge, beyond what has previously been required, to ensure their learning needs are met. It is likely that the teacher has significant pride in the progress the child is making, the child is likely to demonstrate increasing confidence and engagement as a result of their success.</p>
Above expected (strong) Guide September to latest	<p>From starting points a child's progress is strong. They are demonstrating sustained improvement in skills, knowledge and understanding.</p> <ul style="list-style-type: none"> • If their starting points are below age related expectations there will be evidence to show they are closing the gap to age related expectations. • If they are in line with age related expectations they will demonstrate clearly evidenced improvement to



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	<p>consolidating, broadening and deepening skills knowledge and understanding.</p> <ul style="list-style-type: none">Where starting points indicated performance was already close to or at exceeding, strong progress would be secured by securing and sustaining exceeding. <p>Teachers can provide a valid and reliable rationale and some evidence for selecting 'strong progress'.</p>
Expected Guide September to latest	From starting points child progress is acceptable but nothing more. They will be making progress to maintain their current position as their age increases and the year progresses but there is insufficient evidence when considering development and progress in lessons (recorded outcomes, engagement and verbal); with outcomes from formative tests and online platforms and with outcomes from summative testing.
Below expected Guide September to latest	Expected progress is not yet secure or sustained, there may be concern and evidence regarding the child not coping with the learning demands previously accepted.
Well below expected Guide September to latest	<p>From starting points a child's progress is exceptionally weak, typified by clear evidence that any existing gap is widening considerably or they are requiring substantially less challenge, below what has previously been required, to ensure their learning needs are met.</p> <p>It is likely that the teacher has significant concern about the progress the child is making. Teacher must demonstrate they are taking action to rectify it (quite possibly multiple things are being tried with limited success- academically or pastorally). The child is likely to demonstrate significantly decreasing confidence and engagement, as a result of their frustrated progress, – behaviour and engagement will almost certainly be affected negatively.</p>



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26.3. Accelerated reader

Head teacher responsibility termly update

Included within termly parent reports.

AR Progress	Autumn	Spring	Summer
Well Below	-1000	-1000	-1000
Below	-7	-7	-7
Expected	-3	-3	-3
Above (Strong)	1	2	3
Well Above	3+	4+	7+



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27. Leadership Focus Selection

Senior leader – Assistant Head Teacher

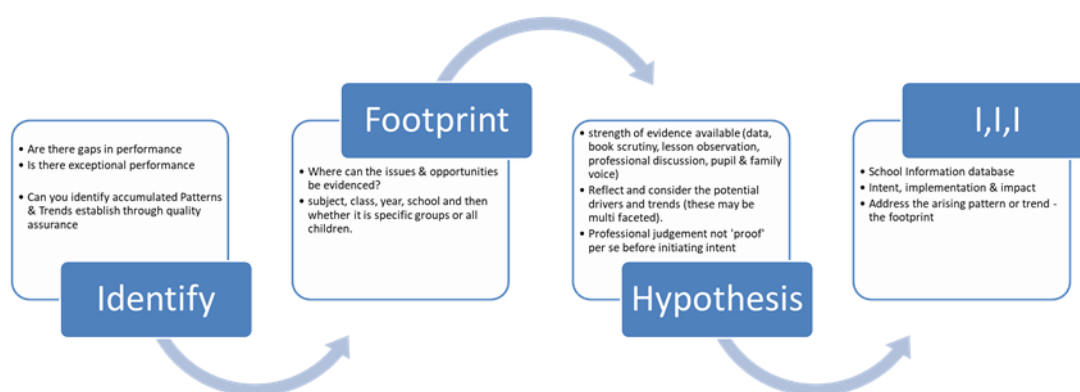
Information not included within termly parent reports but available on request.

Leadership focus selection is focussed on the gap between the current RWM estimate for a child and their achievement over time. The focus children will be reviewed from term to term and some change is to be expected on the focus children.

Once the leadership selection is determined middle leaders are the driving force within school to review the potential causal factors for the gap. They determine whether it is a focus for an individual, a class, a year group or the whole school. A relentless focus on reviewing individual experiences from the leadership focus list, will lead to a robust evidence base to underpin highly effective systematic leadership decisions and action. The process and models below form the guiding structure for school leaders to organise finite resources to optimise the highest proportion of target acquisition possible i.e. no other school reasonably could secure greater target acquisition with the same conditions and context.

The Foundation for action

The process below underpins expectations for all leaders to ensure our actions are evidence based and effective.





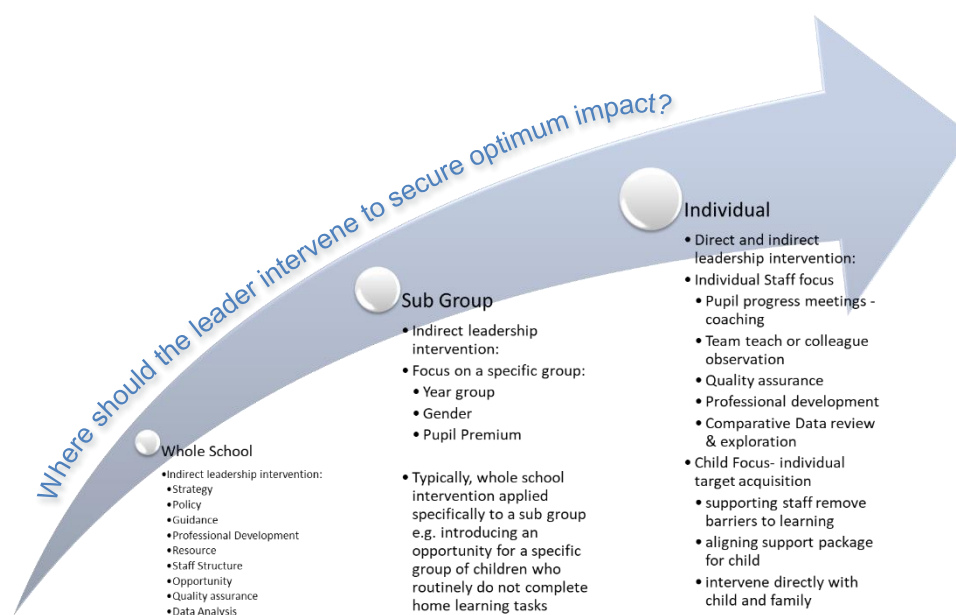
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Leadership Intervention Model

The model below supports the 'footprint' stage of the process above. Once leaders have built a body of evidence and experience from the leadership focus children they are in a confident space to determine the footprint for their next steps i.e. should action or change focus on the individual child, a sub group (class, SEN children, Boys); year group or whole school?



There will be cases where a child would not secure RWM but would secure one or two subjects with appropriate teaching. Teachers will remain responsible for optimising individual achievement in individual subjects. The capacity for year leaders to manage this effectively is not sufficient hence the RWM combination priority. It also enables leaders work to be highly focussed; justifiably accountable and is likely to have indirect benefits on children and teachers achieving with a single subject focus.

It is not expected that there will be large changes from one term to another. It is possible to add, remove and adjust priorities within a term, in consultation with a senior leader.

A first priority for all children identified is identifying the potential causal factors frustrating achievement of RWM ARE or GDS. These will typically fall into the following categories:



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Child

- Academic Achievement - Specific subjects or skills gaps
- Homework Completion
- Behaviour
- Engagement
- Attendance
- Medical
- Special Educational Needs

Family Context

- Safeguarding Concerns
- Care or adoption arrangements
- Parental Involvement & capacity - attendance, academic ability
- English as additional language
- Deprivation - pupil premium

Teacher

- Teacher professionalism, class ethos and personal professional interest in child and children - relationships with children
- Quality of teaching
- Quality of assessment

School leadership

- Identify, intervene early with pupils underachieving
- Quality assurance - leadership - policy, process & systems management
- Curriculum
- Teaching, learning and assessment
- Behaviour
- Attendance and punctuality
- Safeguarding



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Selection	To be selected for one of the categories the following guide is used (it is not used in a formulaic way but as a general method of selection)
ARE HP GDS HP	<ul style="list-style-type: none">• Highest priority for middle leadership time and attention. Relentless attention from all professionals involved (not direct learning support necessarily); pupil progress meetings; book scrutiny, pupil liaison and family liaison e.g. homework.• Almost all children in this group must successfully secure their estimated target for the cohort outcomes to align positively with national outcomes. <p>Children selected for this grouping include:</p> <ul style="list-style-type: none">• Children that have all Meet or all Greater Depth estimates but are not currently securing those outcomes in one or more subjects i.e. there is no good reason why they shouldn't be meeting but they are not.• Disadvantaged children targeted for RWM (Meet or Greater Depth) with one or more 'challenge' targets i.e. even though there is a greater challenge we will not be closing the gap sufficiently if they do not secure RWM.
ARE Focus or GDS Focus	<ul style="list-style-type: none">• This group forms the next highest priority for leadership time and attention. Middle leaders must focus regularly with teachers on children within this group building an understanding of their experiences, aspects frustrating achievement and taking successful action to mitigate for individuals, classes, year groups or all children.• A large majority of this group must successfully secure their estimated target for the cohort outcomes to align positively with national outcomes.• RWM Meet or Greater depth target estimate – child has not achieved this standard in one or more of the recent assessments• RWM Estimate Challenge – GDS or Meeting – contextual factors will underpin selection here – see selection options below: <p>Selected for review, reflection and targeted impact – lesson observation,</p>



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	book scrutiny, pupil and family liaison.
SEN Focus	<p>Child is registered for SEN; is targeted for RWM Meet or Greater depth but is not currently securing those outcomes in one or more subjects.</p> <p>The child will also fall within the HP or Focus definitions above, however there is a specific SEN element. The SENCO and middle leaders must co-ordinate time and attention.</p>
EAL Focus	<p>Child is registered with English as an additional language; is targeted for RWM Meet or Greater depth but is not currently securing those outcomes in one or more subjects.</p> <p>The child will also fall within the HP or Focus definitions above, however there is a specific EAL element. The EAL lead and assistant with middle leaders must co-ordinate time and attention.</p>
Single Subject Focus	<p>Selected to show the teachers where one or two subjects are in the challenge zone but there is no expectation for a child to secure RWM combined. Class teacher expectations must remain focussed on securing individual subjects.</p> <p>Year leaders will not have a specific focus with this group but may as subject leaders.</p>
Previously Target Review Reduced Target	<p>Selections where</p> <ul style="list-style-type: none">• a change has been made to the original target• a teacher has challenged the evidence and a review is necessary.• current performance is significantly different to the target estimate and a target review is required



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28. Tutorials

Class teacher responsibility termly update

Included within termly parent reports.

Selection	Guidance
Limited impact	Limited success against the targets set
Acceptable	Some success against all or nearly all objectives (within the session)
Significant	<p>Substantial success against all or nearly all objectives (within the session).</p> <p>Within a well-designed, effectively led tutorial series it is expected that most children will gain a significant impact. Where this is not the case the class teacher should liaise with the year leader, colleagues and the pupil premium lead to determine potential factors and next steps.</p>
Very significant	Substantial success against all or nearly all objectives (with demonstrable evidence outside the tutorial setting)



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29. Accelerated Reader – Expected Word Count

Head teacher responsibility termly update

Included within termly parent reports.

29.1. Year 3

Teacher Comment	Report Comment	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Well Below	Enormous effort and catch up needed!	0	0	0	0	0	0
Below	Not quite there, catch up needed - stay focussed!	5166	10333	15500	20666	25833	31000
In Line	You are doing well - can you do even more to get ahead?!	10417	20833	31250	41666	52083	62500
Above	You have worked really hard - keep it up Bright Spark!	20833	41667	62500	83333	104166	125000
Well Above	Wow! Amazing perseverance - great work!	41667	83333	125000	166666	208333	250000

29.2. Year 4

Teacher Comment	Report Comment	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Well Below	Enormous effort and catch up needed!	0	0	0	0	0	0
Below	Not quite there, catch up needed - stay focussed!	10417	20833	31250	41666	52083	62500
In Line	You are doing well - can you do even more to get ahead?!	20833	41667	62500	83333	104166	125000
Above	You have worked really hard - keep it up Bright Spark!	41667	83333	125000	166666	208333	250000
Well Above	Wow! Amazing perseverance - great work!	83333	166667	250000	333333	416666	500000



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29.3. Year 5

Teacher Comment	Report Comment	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Well Below	Enormous effort and catch up needed!	0	0	0	0	0	0
Below	Not quite there, catch up needed - stay focussed!	20833	41667	62500	83333	104166	125000
In Line	You are doing well - can you do even more to get ahead?!	41667	83333	125000	166666	208333	250000
Above	You have worked really hard - keep it up Bright Spark!	83333	166667	250000	333333	416666	500000
Well Above	Wow! Amazing perseverance - great work!	166667	333333	500000	666666	833333	1000000

29.4. Year 6

Teacher Comment	Report Comment	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Well Below	Enormous effort and catch up needed!	0	0	0	0	0	0
Below	Not quite there, catch up needed - stay focussed!	41667	83333	125000	166666	208333	250000
In Line	You are doing well - can you do even more to get ahead?!	83333	166667	250000	333333	416666	500000
Above	You have worked really hard - keep it up Bright Spark!	166667	333333	500000	666666	833333	1000000



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Well Above	Wow! Amazing perseverance - great work!	333333	666667	1000000	1333333	1666666	2000000
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30. Accelerated Reader – Jedi Status

AR	Year 3	Year 4	Year 5	Year 6
Y3 Reading - No Jedi ranking yet!	0	0	0	0
Y3 Reading - Jedi Youngling	6250	12500	25000	50000
Y3 Reading - Jedi Padawan	62500	125000	250000	500000
Y3 Reading - Jedi Knight	125000	250000	500000	1000000
Y3 Reading - Jedi Master	250000	500000	1000000	1000000
Y3 Reading - Jedi Grand Master	1000000	1500000	2000000	2500000

31. Accelerated Reader – Previous Year Comparison

AR	Report Comment	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Well Behind	What's happened? - read, read and read some more!	0%	0%	0%	0%	0%	0%
Behind	Not quite keeping up with last year - get reading!	13%	25%	38%	50%	63%	75%
In line	Keep it up, try to read more than last year.	15%	30%	45%	60%	75%	90%
Ahead	Great work, already racing ahead of last year	18%	37%	55%	73%	92%	110%
Well Ahead	Wow, there is no stopping you!	25%	50%	75%	100%	125%	150%



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32. IXL

Head teacher responsibility termly update

Included within termly parent reports.

32.1.1. *Jedi Status*

	English	Maths
0%	IXL English - No Jedi ranking yet!	IXL Maths - No Jedi ranking yet!
3%	IXL English Jedi Youngling	IXL Maths Jedi Youngling
25%	IXL English Jedi Padawan	IXL Maths Jedi Padawan
40%	IXL English Jedi Knight	IXL Maths Jedi Knight
60%	IXL English Jedi Master	IXL Maths Jedi Master
85%	IXL English Jedi Grand Master	IXL Maths Jedi Grand Master

32.1.2. *IXL Question Completion*

Column1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Well Below	0	0	0	0	0	0
Below	167	333	500	667	833	1000
In Line	500	1000	1500	2000	2500	3000
Above	667	1333	2000	2667	3333	4000
Exceptional	833	1667	2500	3333	4167	5000

32.1.3. *IXL English Jedi Mastery*

	English	Year 3	Year 4	Year 5	Year 6
		106	112	130	106
0%	IXL English - No Jedi ranking yet!	0	0	0	0
3%	IXL English Jedi Youngling	3	3	3	3
25%	IXL English Jedi Padawan	27	28	33	27



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40%	IXL English Jedi Knight	42	45	52	42
60%	IXL English Jedi Master	64	67	78	64
85%	IXL English Jedi Grand Master	90	95	111	90

32.1.4. *IXL Maths Jedi Mastery*

Maths		Year 3	Year 4	Year 5	Year 6
	Skills to master	333	325	251	264
0%	IXL Maths - No Jedi ranking yet!	0	0	0	0
3%	IXL Maths Jedi Youngling	8	8	6	7
25%	IXL Maths Jedi Padawan	83	81	63	66
40%	IXL Maths Jedi Knight	133	130	100	106
60%	IXL Maths Jedi Master	200	195	151	158
85%	IXL Maths Jedi Grand Master	283	276	213	224



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32.2. IXL English

32.2.1. Year 3

English	Year 3	1	2	3	4	5	6	
Target	106	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Well Below	Enormous effort and catch up needed!	0	0	0	0	0	0	0%
Below	Not quite there, catch up needed - stay focussed!	4	9	13	18	22	27	25%
In Line	You are doing well - can you do even more to get ahead?!	7	14	21	28	35	42	40%
Above	You have worked really hard - keep it up Bright Spark!	11	21	32	42	53	64	60%
Well Above	Wow! Amazing perseverance - great work!	15	30	45	60	75	90	85%

32.2.2. Year 4

English	Year 4	1	2	3	4	5	6	
Target	112	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Well Below	Enormous effort and catch up needed!	0	0	0	0	0	0	0%
Below	Not quite there, catch up needed - stay focussed!	5	9	14	19	23	28	25%
In Line	You are doing well - can you do even more to get ahead?!	7	15	22	30	37	45	40%
Above	You have worked really hard - keep it up Bright Spark!	11	22	34	45	56	67	60%
Well Above	Wow! Amazing perseverance - great work!	16	32	48	63	79	95	85%



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32.2.3. Year 5

English	Year 5	1	2	3	4	5	6	
Target	130	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Well Below	Enormous effort and catch up needed!	0	0	0	0	0	0	0%
Below	Not quite there, catch up needed - stay focussed!	5	11	16	22	27	33	25%
In Line	You are doing well - can you do even more to get ahead?!	9	17	26	35	43	52	40%
Above	You have worked really hard - keep it up Bright Spark!	13	26	39	52	65	78	60%
Well Above	Wow! Amazing perseverance - great work!	18	37	55	74	92	111	85%

32.2.4. Year 6

English	Year 6	1	2	3	4	5	6	
Target	106	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Well Below	Enormous effort and catch up needed!	0	0	0	0	0	0	0%
Below	Not quite there, catch up needed - stay focussed!	4	9	13	18	22	27	25%
In Line	You are doing well - can you do even more to get ahead?!	7	14	21	28	35	42	40%
Above	You have worked really hard - keep it up Bright Spark!	11	21	32	42	53	64	60%
Well Above	Wow! Amazing perseverance - great work!	15	30	45	60	75	90	85%



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32.3. IXL Maths

32.3.1. Year 3

Maths	Year 3	1	2	3	4	5	6	
Target	333	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Well Below	Enormous effort and catch up needed!	0	0	0	0	0	0	0%
Below	Not quite there, catch up needed - stay focussed!	14	28	42	56	69	83	25%
In Line	You are doing well - can you do even more to get ahead?!	22	44	67	89	111	133	40%
Above	You have worked really hard - keep it up Bright Spark!	33	67	100	133	167	200	60%
Well Above	Wow! Amazing perseverance - great work!	47	94	142	189	236	283	85%



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32.3.2. Year 4

Maths	Year 4	1	2	3	4	5	6	
Target	325	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Well Below	Enormous effort and catch up needed!	0	0	0	0	0	0	0%
Below	Not quite there, catch up needed - stay focussed!	14	27	41	54	68	81	25%
In Line	You are doing well - can you do even more to get ahead?!	22	43	65	87	108	130	40%
Above	You have worked really hard - keep it up Bright Spark!	33	65	98	130	163	195	60%
Well Above	Wow! Amazing perseverance - great work!	46	92	138	184	230	276	85%

32.3.3. Year 5

Maths	Year 5	1	2	3	4	5	6	
Target	251	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Well Below	Enormous effort and catch up needed!	0	0	0	0	0	0	0%
Below	Not quite there, catch up needed - stay focussed!	10	21	31	42	52	63	25%
In Line	You are doing well - can you do even more to get ahead?!	17	33	50	67	84	100	40%
Above	You have worked really hard - keep it up Bright Spark!	25	50	75	100	126	151	60%
Well Above	Wow! Amazing perseverance - great work!	36	71	107	142	178	213	85%



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32.3.4. Year 6

Maths	Year 6	1	2	3	4	5	6	
Target	264	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Well Below	Enormous effort and catch up needed!	0	0	0	0	0	0	0%
Below	Not quite there, catch up needed - stay focussed!	11	22	33	44	55	66	25%
In Line	You are doing well - can you do even more to get ahead?!	18	35	53	70	88	106	40%
Above	You have worked really hard - keep it up Bright Spark!	26	53	79	106	132	158	60%
Well Above	Wow! Amazing perseverance - great work!	37	75	112	150	187	224	85%



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33. TT Rockstars Earnings

Head teacher responsibility termly update

Included within termly parent reports.

33.1. Year 3 - 6

Maths	Year 3	1	2	3	4	5	6
Target		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Well Below	Enormous effort and catch up needed!	0	0	0	0	0	0
Below	Not quite there, catch up needed - stay focussed!	2000	4000	6000	8000	10000	12000
In Line	You are doing well - can you do even more to get ahead?!	5000	10000	15000	20000	25000	30000
Above	You have worked really hard - keep it up Bright Spark!	20000	40000	60000	80000	100000	120000
Well Above	Wow! Amazing perseverance - great work!	50000	100000	150000	200000	250000	300000



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33.2. *TT Rock Star Status*

Included within termly parent reports.

STATUS	
Rock Hero	≤ 1 sec
Rock Legend	≤ 2 secs
Rock Star	≤ 3 secs
Headliner	≤ 4 secs
Support Act	≤ 5 secs
Breakthrough Artist	≤ 6 secs
Unsigned Act	≤ 7 sec
Gigger	≤ 8 secs
Busker	≤ 9 secs
Garage Rocker	≤ 10 secs
Wannabe	> 10 secs



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34. General

Head teacher responsibility termly update

Information not included within termly parent reports but available on request.

34.1. PAG (Pupil Attainment Groups)

<https://www.gov.uk/government/publications/primary-school-accountability>

Based on the information contained within 'Primary school accountability 2017: technical guide' the following conversion has been used to support a judgement of progress from KS1 data. This methodology for Chesswood and its use is new and should be treated with caution in 2017-18. PAG groupings will be required until the end of 2018-19 when a new progress measure will be introduced based on the new KS1 outcomes measures from 2014-2015. To determine a specific PAG group all three subjects outcomes at KS1 must be known. The equivalent NC points are used for each and calculated by:

$$((\text{read} + \text{writing})/2 + \text{Maths})/2$$

PAG KS1 APS	Prior Attainment Group (PAG)	PAG KS1 average points score range
0	1	>0 to <1.75
1.75	2	>=1.75 to <2
2	3	>=2 to <2.25
2.25	4	>=2.25 to <2.5
2.5	5	>=2.5 to <2.75
2.75	6	>=2.75 to <3
3	7	>=3 to <6
6	8	>=6 to <9
9	9	>=9 to <10
10	10	>=10 to <12
12	11	>=12 to <13
13	12	>=13 to <14
14	13	>=14 to <14.5
14.5	14	>=14.5 to <15
15	15	>=15 to <15.5
15.5	16	>=15.5 to <16
16	17	>=16 to <16.5
16.5	18	>=16.5 to <17
17	19	>=17 to <18
18	20	>=18 to <19
19	21	>=19 to <20
20	22	>=20 to <21
21	23	>=21 to <21.5



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21.5

24

>= 21.5

34.2. PAG Scaled Score to Standardised Score Conversion

Scaled score outcomes (KS1 and KS2) technically do not have a relationship. Therefore, at this stage, this is used only as a broad guide to determine whether a relationship may be identified and used to guide progress outcomes from KS1 to all summative test outcomes. The table below indicates the steps below 100 standard score and the standard score range that needs to be divided e.g. $75-100 = 25$ therefore $25/12$ PAG steps indicates a decreasing SS of 2.08 (2.1) for reading. The calculations focus on the distance from 100.

Subject	Lower PAG Steps	75-100	Lower SS PAG Steps	Upper PAG steps	100-125	Upper SS PAG Steps
Reading	12	25	2.083333	11	25	2.272727273
Writing	13	25	1.923077	10	25	2.5
Maths	11	25	2.272727	12	25	2.083333333

The table below indicates the actual scaled score secured, on average, by each PAG group in 2017. A guide standardised score is then indicated and calculated on the basis of the table above. For example: A child securing an APS of 15 NC points would be placed in PAG group 15. For reading children in PAG 15 averaged a scaled score of 101.96. At Chesswood, for comparison, we have calculated that broadly equates to 102.3 as a standardised score. So academic staff and leaders now have a broad guide for individuals and groups on the extent to which they are on track from KS1 to KS2 – if the comparison is reliable (this is yet to be tested and will require outcomes from Y6 mock SATs and 2018 SATs to confirm).



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Prior Attainment Group (PAG)	Average KS2 Reading Score for PAG	Reading SS Conversion	Average KS2 Writing Score for PAG	Writing SS Conversion	Average KS2 Maths Score for PAG	Maths Score SS Conversion
1	61.96	74.8	61.69	74	61.94	74.7
2	67.3	76.9	66.66	76	67.31	77
3	71.22	79	71.04	78	71.11	79.3
4	74.13	81.1	74.16	80	74.24	81.6
5	78.06	83.2	77.77	82	78.65	83.9
6	81.2	85.3	79.98	84	81.94	86.2
7	83.78	87.4	82.6	86	85.29	88.5
8	86.73	89.5	85.26	88	88.65	90.8
9	89.94	91.6	88.42	90	90.91	93.1
10	94.13	93.7	92.2	92	95.04	95.4
11	96.42	95.8	93.95	94	97.65	97.7
12	98.16	97.9	96.63	96	98.66	100
13	99.49	100	98.41	98	100.28	102.1
14	101.03	102.3	99.31	100	101.49	104.2
15	101.96	104.6	100.96	102.5	102.38	106.3
16	103.87	106.9	101.97	105	103.16	108.4
17	104.08	109.2	102.46	107.5	104.62	110.5
18	105.69	111.5	103.06	110	105.58	112.6



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Prior Attainment Group (PAG)	Average KS2 Reading Score for PAG	Reading SS Conversion	Average KS2 Writing Score for PAG	Writing SS Conversion	Average KS2 Maths Score for PAG	Maths Score SS Conversion
19	106.91	113.8	104.5	112.5	106.1	114.7
20	108.35	116.1	105.33	115	107.48	116.8
21	109.39	118.4	106.56	117.5	108.78	118.9
22	110.48	120.7	106.78	120	110.72	121
23	112.81	123	109.72	122.5	112.08	123.1
24	116.6	125.3	111.92	125	115.53	125.2

35. Percentile Distribution 2017 national tests

The table below provides the percentile distribution across the three subjects. All of the schools below the progress element of the floor standard in an individual subject will be in the bottom 5% in that subject.

Percentiles	Reading	Writing	Maths
Top 5%	4.4 and above	3.8 and above	4.4 and above
Next 20%	1.8 to 4.3	1.6 to 3.7	1.8 to 4.3
Next 15%	0.8 to 1.7	0.8 to 1.5	0.7 to 1.7
Middle 20%	-0.4 to 0.7	-0.3 to 0.7	-0.5 to 0.6
Next 15%	-1.4 to -0.5	-1.3 to -0.4	-1.6 to -0.6
Next 20%	-3.8 to -1.5	-3.9 to -1.4	-4.2 to -1.7
Bottom 5%	-3.9 and below	-4 and below	-4.3 and below



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36. PAG Progress – Year 6 Testing

PAG progress rates are designed to review larger groups, however the progress rate will be based on individual scores.

Individual PAG Progress	Grade
Less than -4	Well Below
-4 to -0.0000001	Below
0 to +4	In Line
Greater than +4	Well Above



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36.1. Key Stage 1

Included within termly parent reports.

Information not included within termly parent reports but available on request.

36.1.1. Key Stage 1 Starting Point Matrix – Test Outcomes

This matrix is designed to identify floor (lowest acceptable) outcomes from Key Stage 1 outcomes with both old and new national curriculum. It is important that all professionals expect the most from each child rather than securing the floor outcome here and settling for that. This table allows a broad guide to be created for all teachers and leaders to indicate the progress from key stage one starting points and how this may ultimately affect Y6 statutory outcomes. Within the intervening 4 years everything possible will be undertaken to move every child beyond the minimum progress rates by taking action for individuals, groups, year groups at subject and school level.

Old NC Points	Approximate Scaled Score	Approximate Standard Score	Met
0	No Data		
3	80	75	Well Below/Below
9	85	90	Accessing
13	95	100	Meet
15	100	105	Meet
17	105	110	Meet
19	110	115	Meet/GDS
21	115	120	GDS

Scaled Score	Approximate Standard Score	Met
80	75	PKS
85	90	WTS
90	95	WTS
95	100	Meet
100	105	Meet
105	110	Meet
110	115	Meet/GDS
115	120	GDS



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37. Key Stage 1 Starting Point Matrix – No Test Available

Information not included within termly parent reports but available on request.

Within the old national curriculum and where test data is not available within the new national curriculum the matrix below determines the floor outcomes for children. Some caution needs to be used with this mechanism but it should be remembered that our comparison with national outcomes will be based on these ultimately and therefore academic staff should do everything possible to ensure children make strong progress against these starting points.

TA	Scaled Score	Standard Score	Met
N	No data	No data	No data
EXS	100	105	Meet
GDS	110	115	Meet/GDS
P	80	75	PKS
PKS	80	75	PKS
PKF	80	75	PKS
WTS	90	90	WTS

37.1. Key Stage 2

37.1.1. Summative Test – Met and Greater Depth

Included within termly parent reports.

Based on standardised scores

KS1 Test	Met?	Overview
0	Not met	0
100	Met	1
110	Greater Depth	1



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37.1.2. *Standard Score Progress*

Based on standardised score starting points for any summative test the progress rates below indicate the strength of progress e.g. Y5 starting point 103, Autumn 2 106 = Above (Strong) (+3) ; Summer 2 106 Expected (+3).

From summer test outcomes	Autumn Progress	Spring Progress	Summer Progress
Well Below	-1000	-1000	-1000
Below	-7	-7	-7
Expected	-3	-3	-3
Above (Strong)	3	4	5
Well Above	5	6	7

37.1. *Met progress*

Concatenate	Outcome
Not Met Not Met	Not Met
Not Met Met	Met progress
Met Met	Met
Met Not Met	Regress

37.2. *KS1 Reading Writing and Maths*

KS1 TA	Met?	Overview
GDS	Greater Depth	1
EXS	Met	1
HNM	Not Met	0
WTS	Not Met	0
PKF	Not Met	0
P	Not Met	0



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37.3. Reading Writing Maths – Test v TA Comparison

Information not included within termly parent reports but available on request.

The number of subjects different between test outcomes and TA outcomes e.g. TA reading & writing v test Reading, writing and maths = -Test High. Teachers should note this particularly where there are two subjects or more different to satisfy themselves of the causal factors and whether one method is not validly measuring the child's current attainment e.g. child may have significant anxiety within tests and underperform leading to TA high outcomes but outcomes that are nevertheless accurate. Staff member may be insecure in knowing and applying teacher assessment and may be conservative leading to Test High, again the test may well lead the teacher to reflect on the validity and reliability of their teacher assessment judgements.

RWMmatch	Match
-3	No Match
-2	Test Very High
-1	Test High
0	Match
1	TA High
2	TA Very High
3	No Match

37.4.



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37.5. Special Educational Needs

37.5.1. Specific Learning Difficulty Alert

Information not included within termly parent reports but available on request.

The NFER spelling and grammar tests enable a general comparison between outcomes for spelling and grammar. Where spelling is significantly different and lower than grammar then it potentially indicates there may be a specific learning difficulty that teachers, teaching assistants and special educational needs team should investigate further and determine the extent to which SPLD factors may:

- Need to be catered for
- Frustrate the progress of a child

SS Difference	Outcome
-100	Sp High!
-20	In line
20	SPLD?
30	SPLD!!!!

37.6. Attendance – Previous Year comparison

Included within termly parent reports.

Difference	Outcomes	Report
-100	Regression Alert+	Much lower than it was - every day at school counts, do everything you can to be 96%+
-10	Regression Alert	Not as good as it was - keep an eye on this try to improve above 96%, if you can.
-3	In Line	About the same. Are you above 96%?
3	Improving	Improved, well done. Aim for above 96%?
10	Improving+	Much improved, incredible! Aim for above 96%?



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37.7. Old National Curriculum Levels and Points

NC Levels	NC Points
P	3
1B	9
2C	13
2B	15
2A	17
3B	21



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38. Achievement Risk & Hazard

Information not included within termly parent reports but available on request.

38.1. Contextual Risk

DOA (Year) Date of Arrival

Entry	Risk
3	0
3L	2
4	2
4L	3
5	3
5L	4
6	4
6L	5

Free School Meals

FSM	Risk
F	0
T	5

Pupil Premium

PP	Risk
F	0
T	10

Special Educational Needs

SEN	Risk
E	10
S	10
K	6
N	0

Attendance

Attendance	Group	Risk
0	<90	8
90	90+	4
93	93+	2
96	96+	0
99	99+	-4

Lates



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Late	Risk
0	-2
1	0
5	4
20	6
30	8

Child Looked After (Currently)

CLA	Risk
F	0
T	20

Ever In Care

EIC	Risk
F	0
T	10

Adopted including SGO

Adopted	Risk
False	0
True	10

Term of Birth

Term	Risk
Autumn	0
Spring	2
Summer	4

Engagement

Engagement	Risk
Exceptional	-6
Very Good	-2
Good	0
Not good - Yet!	4
Low	6
Very Low	8

Behaviour

Behaviour	Risk
Exceptional	-6
Very Good	-2
Good	0



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Not good - Yet!	4
Challenging	6
Very Challenging	8

Homework

Homework	Risk
Always	-4
Mostly	0
Sometimes	2
Rarely	4
Never	6

Friendships

Friendships	Risk
Exceptional	-4
Good	-2
Minor Issues	2
Significant Issues	4
Exceptional Issues	6

Complexity

Complexity	Risk
Blue	-6
Green	0
Amber	7
Red	15

English as an additional language

Selection	Code	Risk
Missing Judgement	0	0
Not Applicable	0	0
New to English (1)	1	10
New to English (2)	2	10



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Early Acquisition (3)	3	8
Early Acquisition (4)	4	8
Developing Competence (5)	5	6
Developing Competence (6)	6	6
Competent (7)	7	2
Fluent (8)	8	0



Chesswood Junior School

Consistent Professional Judgements



First Aid and Medical

FAM	Risk
Very Frequently	5
Frequently	4
Sometimes	2
Seldom	1
Never	0

Health Care Plan

HCP	Risk
Currently	4
Previously	2

Safeguarding

Threshold	Level	Risk
Level 4 CPP	4	15
Level 4 CIN	4	15
Level 4 CAFA	4	15
Level 4 Initial Investigation (NFA)	4	10
MASH Referral	4	5
MASH NFA	4X	5
Early Help Referral	3	5
Step down 4 - 3 Early Help	3	5
Step down 4 - 2 Early Help	2	5
Level 3 Early Help	3	10
Level 2 Early Help	2	5
Cafcass	2	5
Referral refused by parent	3	5
Universal +	1	5



Chesswood Junior School

Consistent Professional Judgements



Universal + Closed	0	5
Case Closed Level 4	4X	10
Case Closed Level 2	2X	5
Case Closed Level 3	3X	10
High RISK PSP	1	5
Pastoral Support Plan	1	5
Previous Pastoral Support Plan	1X	5
Personal Education Plan	1	5
Previous Personal Education Plan	1X	5

Hard to Reach

HTR	Risk
HTR	8