

# Securing consistent teacher judgements – Parent Edition





# Chesswood Middle School

## Consistent Teacher Judgements



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### Pastoral

## 1. Proficiency in English

Code	Description
<b>A</b>	<b>New to English</b> 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>B</b>	<b>Early acquisition</b> 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.
<b>C</b>	<b>Developing competence</b> 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.
<b>D</b>	<b>Competent</b> 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
<b>E</b>	<b>Fluent</b> 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.
<b>N</b>	<b>Not yet assessed</b>



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### 2. Behaviour

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>
Requires Improvement	<p>Behaviour cannot yet be considered good as it has not been sustained for a sufficient amount of time</p>
Poor	<p>Against age appropriate expectations typical behaviour is challenging within all or some of the school environment. Child is likely to have experienced lunch and after school detentions well beyond the average.</p>
Very Poor	<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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### 3. Engagement

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.
Requires Improvement	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.



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### 4. Medical & First Aid

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 <b>more than five times</b> 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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### Academic

### 5. Homework

Selection	Guidance
Always	<p>All homework and preparation for class assessments is completed as requested.</p> <p>The selection of 'Always' will be combined with engagement and behaviour judgements for the always and exceptional award (Exceptional Behaviour, engagement and always submit homework)</p>
Mostly	<p>The very large majority of time (4/5 or 80%) homework requested is submitted and suitable preparation has been undertaken for class assessment with the same frequency.</p>
Sometimes	<p>There is evidence that approximately half of the homework requested is submitted and suitable preparation has been undertaken for class assessment with the same frequency.</p>
Rarely	<p>There is limited evidence (1-3 in 10) of homework submission since the start of the year, or that sufficient and meaningful preparation work has been undertaken for class assessments such as spelling or multiplication tables.</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 multiplication tables.</p>





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### 6. Met (age related expectations)

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. <b>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'</b>
Meeting (PJ)	<b>WRITING JUDGEMENT ONLY</b> 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. <b>NOTE: DO NOT display caution or determine a conservative judgement due to uncertainty;</b> base the judgement on the evidence available strongly supported by the use of band sheets. As a guide the class 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



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	<p>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>
<p>Met</p>	<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><b>NOTE: DO NOT display caution or make a conservative judgement;</b> 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 they 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"> <li>• 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);</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p>Greater Depth</p>	<p>During and at the end of the assessment period, the child has demonstrated skills, knowledge and conceptual understanding notably beyond age related expectations. <b>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.</b></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 in excess of that which is typically expected for the age group.</p>



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### 7. Attainment – Standard Score Guide

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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### 8. Progress (age related expectations)

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.
- 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
<p>Well above expected</p> <p>Guide</p> <p>SS score <math>\geq 7</math></p> <p>July outcomes to latest</p>	<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"> <li>• closing any existing gap with age related expectations (ARE) with substantial speed,</li> <li>• accelerating from ARE to Greater Depth (GDS)</li> <li>• maintaining outstanding performance within Greater Depth (Standard Score (SS) 120)</li> </ul> <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>
<p>Above expected (strong)</p> <p>Guide</p> <p>SS score <math>\geq 3</math> to <math>&lt; 7</math></p> <p>July outcomes to</p>	<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"> <li>• If their starting points are below age related expectations there will be evidence to show they are closing the gap to age related expectations.</li> <li>• If they are in line with age related expectations they will</li> </ul>



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latest	<p>demonstrate clearly evidenced improvement to consolidating, broadening and deepening skills knowledge and understanding.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <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 $\geq -3$ to $< 3$	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 $< -3$ - $> -7$	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>

### 8.1. Accelerated reader

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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### 9. Tutorials

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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### 10. Accelerated Reader – Expected Word Count

#### 10.1. 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

#### 10.2. 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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### 10.3. 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

### 10.4. 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
Well Above	Wow! Amazing perseverance - great work!	333333	666667	1000000	1333333	1666666	2000000





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### 11. 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

### 12. Accelerated Reader – Previous Year Comparison

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



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### 13. IXL

#### 13.1.1. 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

#### 13.1.2. 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

#### 13.1.3. 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
40%	IXL English Jedi Knight	42	45	52	42
60%	IXL English Jedi Master	64	67	78	64



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85%	IXL English Jedi Grand Master	90	95	111	90
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### 13.1.4. *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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### 13.2. IXL English

#### 13.2.1. Year 3

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

#### 13.2.2. Year 4

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



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### 13.2.3. Year 5

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

### 13.2.4. Year 6

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



# Chesswood Middle School

## Consistent Teacher Judgements



### 13.3. IXL Maths

#### 13.3.1. Year 3

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



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## Consistent Teacher Judgements



### 13.3.2. Year 4

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

### 13.3.3. Year 5

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





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## Consistent Teacher Judgements



### 13.3.4. Year 6

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



# Chesswood Middle School

## Consistent Teacher Judgements



### 14. TT Rockstars Earnings

#### 14.1. 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
<b>Well Below</b>	Enormous effort and catch up needed!	0	0	0	0	0	0
<b>Below</b>	Not quite there, catch up needed - stay focussed!	2000	4000	6000	8000	10000	12000
<b>In Line</b>	You are doing well - can you do even more to get ahead?!	5000	10000	15000	20000	25000	30000
<b>Above</b>	You have worked really hard - keep it up Bright Spark!	20000	40000	60000	80000	100000	120000
<b>Well Above</b>	Wow! Amazing perseverance - great work!	50000	100000	150000	200000	250000	300000



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## Consistent Teacher Judgements



### 14.2. TT Rock Star Status

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



# Chesswood Middle School

## Consistent Teacher Judgements



### 15. General

#### 15.1. Key Stage 1

##### 15.1.1. 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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## Consistent Teacher Judgements



### 15.2. Key Stage 1 Starting Point Matrix – No Test Available

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

### 15.3. Key Stage 2

#### 15.3.1. Summative Test – Met and Greater Depth

Based on standardised scores

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



# Chesswood Middle School

## Consistent Teacher Judgements



### 15.3.2. *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

### 15.1. *Met progress*

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

### 15.2. *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



# Chesswood Middle School

## Consistent Teacher Judgements



### 15.3. Reading Writing Maths – Test v TA Comparison

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

### 15.4. Special Educational Needs

#### 15.4.1. Specific Learning Difficulty Alert

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!!!!



# Chesswood Middle School

## Consistent Teacher Judgements



### 15.5. Attendance – Previous Year comparison

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%?

### 15.6. Old National Curriculum Levels and Points

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