



Thorns Community



Infant School

Park Hill Thorns Primary Federation

Successful, confident learners. Responsible, compassionate individuals.

Assessment for Learning Policy



Written: February 2024

Agreed by governors: March 2024

Next Review: June 2025

Contents

1. Aims

2. Principles of assessment

3. Planning, Learning Intentions and Success Criteria

4. Assessment approaches

4.1 In-school formative assessment

4.2 In-school summative assessment

4.3 Pupil Progress meetings

4.4 National standardised statutory assessments

4.5 Assessment in science and the foundation subjects

5. Feedback and marking

5.1 Verbal feedback

5.2 Written feedback, marking and record keeping

6. Assessment in EYFS

7. Questioning and oracy

8. Peer and self-assessment

9. Moderation

10. Reporting to parents

Appendix 1 – Annual cycle of summative assessments

Appendix 2 – Pupil progress meeting grid

Assessment for Learning Policy

1. Aims

This policy aims to:

- Provide clear guidance on our approaches to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

This policy is closely linked to the teaching and learning policy, Early Year Foundation Stage policy and the SEN policy.

2. Principles of assessment

Assessment at the Park Hill / Thorns Federation is an integral part of teaching and learning. It is a continual process and is incorporated systematically into our teaching strategies with an aim of promoting good progress for all pupils. Our aim is that high quality teaching is supported and informed by our various types of assessment, allowing teachers to respond confidently and accurately to the needs of every pupil. Pupils have an active role in their own assessment and are encouraged to be reflective about their own strengths and learning needs and how they can improve their understanding. All of our assessment approaches have a clear purpose and are structured so as not to add unnecessarily to teachers' workload.

3. Planning, Learning Intentions and Success Criteria

- Long, medium and short-term planning is driven by assessment and children's identified needs.
- Weekly timetables / PowerPoints have clearly identified **learning intentions**. **Success criteria** is provided for the children when appropriate. These will form the main focus for assessing pupil progress in a given session and provide the basis for feedback to pupils and self-evaluation.
- **Learning Intentions** are referred to explicitly in the class during the session, although this need not always be at the start of a session. In some lessons it is more appropriate to review what we all now know at the end of a session.
- **Success criteria** will be shared and, where possible, co-constructed with the children within the lesson, and written in child-friendly language. This is best done just prior to children starting independent or group tasks. Success criteria will be displayed in the classroom as a learning aid and reminder for children and adults. Teachers may rename the term "success criteria" to suit their children's understanding.
- Plenaries provide the opportunity for a focussed discussion to review the learning, using progress towards learning intentions and success criteria as the starting point for the conversations; this can happen at any point in the lesson through the use of mini-plenaries.
- Curriculum planning will indicate the identified achievement statements which are being addressed during that unit or half term.

More information can be found in the teaching and learning policy.

4. Assessment approaches

At the Park Hill / Thorns Federation, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment (including assessment as learning), in-school summative assessment and nationally standardised summative assessment.

4.1. In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how children are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan for future learning.
- **Pupils** to measure their knowledge and understanding against learning intentions and success criteria, and identify areas in which they need to improve.

Formative assessment is an integral part of each lesson in our schools. The underpinning pedagogy of our curriculum is centred around Rosenshine's principles of teaching and learning, making use of Tom Sherrington's revised 10 principles.

We use various retrieval methods to recap previous learning and ascertain through formative assessment what the children can remember. This can include (but is not limited to): mini quizzes, "*show me what you know about...*", quick fire questions, oracy tasks and analysing and connecting images. Retrieval practice also serves as an affective tool for assessment as learning. This is because effective retrieval techniques can help reinforce and embed concepts in the long-term memory, as well as, at the same time, checking for understanding of previous learning.

Formative assessment is a continuous process and its key focus is to ensure all children are active participants in order for teaching staff to check that everyone has understood the learning. Formative assessment is designed with all children in mind, rather than relying on a 'hands up' approach which only allows individuals to respond. Any gaps or misconceptions can be seen quickly by the teacher and addressed via immediate feedback, tailored small group interventions or whole class revisits. Any larger group misconceptions will change the structure of the future teaching sequence to allow for them to be addressed.

4.2. In-school summative assessment (see Appendix 1)

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure that pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit or period of time and the impact of their own teaching.
- **Pupils** to understand the progress they have made and what they have learnt after a unit of work taught over a period of time. It should provide the pupils with feedback about how they can improve.
- **Parents** to stay informed about their child's achievement, progress and wider outcomes across a period of time.

Summative assessment is completed for Years 1 – 6 on [Sonar Tracker](#) at the end of each term (3x a year). Teachers complete assessments against smaller end of year statements for writing, reading and maths and then use these statements to make a summative judgement. NFER tests are also used to aid teacher's summative judgements in the spring and summer terms in Years 2 – 5. Year 6 may use past SATs assessment papers at relevant points in the year. Not every smaller statement is required for the children to be judged at the expected standard; teachers will use their professional judgement and may discuss these children further during pupil progress meetings.

On Sonar tracker, we use the following gradings to determine how the children are achieving against each year group's standards at that point in time. In the autumn and spring terms, this is not an end of year prediction, as we recognise that a child's progress throughout the year is not linear.

| | |
|------------|---|
| BLW | Working significantly below the year group expectations |
| WTS | Working towards the year group expectations (slightly below) |
| EXS | Working at the expected standard for the year group expectations |
| GDS | Working at a greater depth within the year group expectations (year-end only) |

In reception and Year 1, a 6-weekly summative assessment is undertaken for all children for phonics (using the Little Wandles assessment scheme). Data is inputted and recorded via a heatmap and intervention groups are then formed from these assessments. Alongside the 6-weekly summative assessments, formative ongoing assessments in the classroom identify any children who may need further support.

Reading bookband levels in Years 2, 3 and 4 are assessed on a 6-weekly basis for all readers. If pupils in Years 5 and 6 are still using reading bookbands, they will also be assessed.

Children who are working significantly below the expected standard for their year group are assessed using the Birmingham Scales every term. This is for reading, writing, maths and speaking and listening.

4.3. Pupil Progress meetings

Pupil progress meetings are held three times a year for all classes. They are held in the weeks following a summative assessment data point; as close to this time as possible. Notes are recorded during the meeting on pupil progress forms (**See Appendix 2**). Subsequent meetings begin by reflecting on the notes of the previous meeting and the impact of interventions put into place.

Each child's progress and attainment is discussed from the previous term's learning and targets are set for individuals and groups who may be falling behind. Pupil progress meetings are a supportive process and aim to guide teachers to best support identified children in their class and to identify trends across groups in school.

4.4. National standardised statutory assessments

All statutory assessments are carried out in accordance with the *Assessment and Reporting Arrangements* published annually by the Standards and Testing agency. These documents are shared with key staff as appropriate.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) Baselines at the start of Reception
- Early Years Foundation Stage (EYFS) Profile at the end of Reception
- Year 1 phonics screening check
- Year 4 times tables multiplication tables check
- Year 6 Standardised National Assessments (SATs)

The Head of School (Park Hill) and Executive Headteacher (Thorns) are responsible for coordinating the statutory assessment process, including ordering testing materials, any required access arrangements and timetabling.

Teachers who are new to a year group which is involved in statutory testing will receive relevant professional development in order to support them in carrying out their role.

At Thorns, we no longer use optional Key Stage 1 SATs tests exclusively to assess the Year 2 children.

Children working below the standard of the national curriculum assessments at KS2 and who are not engaged in subject specific study are assessed against the [engagement model](#).

4.5. Assessment in science and the foundation subjects

Science and the foundation subjects are assessed throughout the year using summative teacher judgements. Assessments are recorded for the foundation subjects after each different topic is taught; on a class Excel spreadsheet which is available on the school online portal.

Foundation subject leaders have created Year group endpoints for teachers to assess against, which progress and build upon each other year on year. These end points are clearly signalled on half termly "Curriculum Grids" and teachers plan for foundation subject assessments before teaching the topic.

Teachers use a range of observational, written, comparative and retrieval tasks to assess different end points.

End point assessment sheets are saved for all teachers to access so they can be used in subsequent years to build upon children's previous knowledge and address any gaps in understanding before starting a new unit of work.

Regular retrieval activities are a vital part of assessment in the foundation subjects as they allow for the dual purpose of embedding subject knowledge and concepts, whilst still providing teachers with a clear picture of the children's understanding of taught end points. Retrieval activities are planned by teachers regularly throughout the delivery of a foundation topic.

5. Feedback and marking

Feedback will usually be, and is most effective when specific; linking to the success criteria of the lesson. It can be given by teachers or teaching assistants.

Children should be given time to act on the feedback given by adults. This may be immediately (often the case with verbal feedback) or at a later time (often the case with written feedback). Opportunities for children to follow up on feedback when any difficulties have been identified will be given at the earliest opportunity. This is completed in purple pen by the children.

Feedback to children is a form of conversation between the adult and child about the learning that is taking place. Marking is carried out for this purpose only and teachers are not expected to add information that provides a context or code for any audience other than the learner.

Teachers have a positive attitude to children's difficulties and discuss these problems with the children. Occasional errors in children's work are not a negative indicator of learning but can signal that the task is offering a positive learning challenge to an individual.

An individual's self-esteem is fostered at all times when giving feedback. The effort that children have made in an activity should be acknowledged through the reward systems (pegs at Thorns and house points at Park Hill).

5.1. Verbal feedback

Verbal feedback, when used effectively, is given to the children as part of the learning process and activity. It offers immediate feedback to challenge misconceptions, clarify understanding or positively praise. Feedback will usually be, and is most effective when specific and linked to the success criteria.

5.2. Written feedback, marking and record keeping

Marking and written feedback is most effective when it informs future learning and addresses misconceptions or provides additional challenge for children.

At Thorns and Park Hill, staff record whole class marking for core and foundation subjects in their **class feedback and assessment record books**. This includes highlighting where relevant:

- Next steps in whole class learning
- Any misconceptions or errors
- Children who require additional support
- Common spelling errors or presentation issues
- Good examples of children's work and areas of strength

The purpose of recording this information is to inform subsequent lessons and identify where children may need additional support, challenge or intervention to access future learning. **Feedback and assessment record books** are also used by teachers to collect data from spelling tests and other assessments.

Written feedback and marking in books is often, but not exclusively, completed after the lesson. All recorded work is marked, most with a light touch and other pieces in more depth. Sometimes children's work just needs celebrating rather than areas to improve or change and this type of marking is used whenever needed. Teachers may also use marking ladders if they wish.

- Green pen is used to mark the children's recorded work.
- Supply teachers are asked to initial marking.

Light touch marking is used where in-depth feedback is not given. Light touch marking will use symbols to indicate a child's success or difficulty with a task.

The symbols below are used for light touch marking:

| Feedback comment | Thorns | Park Hill |
|--|------------------------------|---|
| Learning intention has been met | ☺ | ☺ |
| The child has made significant effort in this piece of work | Sticker and a peg for effort | House points for effort (stickers may be used if teachers wish) |
| Follow up action is required Follow up action is required to a ➔. A discussion or additional support may also be given. | ➔ | ➔ |

More in depth marking is often given at the end of a significant piece of written work. This may include comments relating to the success criteria and may include other comments linked to children's skills and knowledge. Comments may be in the form of brief statements rather than full sentences. Work marked in depth will sometimes have a developmental comment, using the ➔..... structure to take the child's learning forward.

The symbols indicated above can also be used for in depth marking.

Where an improvement to a piece of work has been requested by the teacher, children are expected to respond and they must be given time to undertake this task at the earliest opportunity. Improvements to written work or responses to marking in books are made by the children using purple pens.

Written feedback; additional symbols

| | |
|-----|--|
| ✓ | placed immediately next to a good word choice, accurate or ambitious use of punctuation. |
| ○ | circles an error e.g. missing punctuation. It may not be appropriate or necessary to indicate every error in a piece of work. |
| Sp. | a spelling error which children should have used correctly. These should be limited to taught rules, high frequency words or taught topic vocabulary. Not every spelling needs to be corrected. The spelling errors are corrected by children as part of purple pen editing or in response to the marking comment. |
| | Maths calculations are marked with a ✓ or a ● for an error |

6. Assessment in EYFS (observational assessment)

- At the beginning of the reception year, staff summatively assess the pupils using the [reception baseline assessments](#). All pupils should be assessed within the first 6 weeks of joining reception, regardless of when they join the cohort.
- In the Early Years Foundation Stage, all members of staff undertake continual observational assessments in the form of notes on grids, photographs and focus group assessment records. Together, these form the basis of an individual 'Learning Journal' for each child, made up of class learning moments. These inform future planning. Observational assessments are supplemented by input from parents. They are recorded in an online journal using *Tapestry*.
- In Reception and Year 1, observational assessments for all children continue in the form of notes on a grid, which allows professionals to have an in-depth knowledge of the child as learner.

More information can be found in the Early Years Foundation Stage policy.

7. Questioning and oracy

- Teachers plan for a range of questioning approaches during lessons (Blooms, multi-choice etc.)
- Opportunities for extended dialogue are periodically planned for: e.g. PSHE, Circle time discussions, class learning reflection forums and P4C oracy lessons.
- Talk partners are used in all classes; in reception, partners are changed periodically; in KS1, partners are changed half-termly and in KS2, partners are changed every 2 weeks. This allows children to work with a variety of different partners and groups and allows a wider range of discussions.
- As part of the Voice 21 oracy approach, teachers are encouraged to use pairs, trios, circle and fishbowl groupings to allow children to feedback in different ways.
- Teachers allow 'thinking time' before pupils are required to respond to questions.
- Whole class participation is encouraged when answering questions through the use of cold calling, whiteboards, number fans etc; a 'hands up' approach is used where appropriate but sparingly.

8. Peer and self-assessment

Opportunities for peer and self-assessment are regularly planned for:

- Teachers refer to key learning questions during fortnightly class learning forums, when children reflect with their teacher about the learning that has taken place. The outcomes of these discussions are displayed in the classroom to support a review of learning and clarify future actions.
- In Reception the key learning questions are:
 - What has gone well?
 - What did we find tricky?
- In Key stage 1 and 2 the key learning questions are:
 - What has gone well in our learning this week?
 - What do we still need to work on?
 - What will we do about it next week?
- Children can also reflect on their own learning over a longer period of time, at the end of a topic, either verbally, or sometimes in the form of a written evaluation.
- Children are encouraged to mark maths and grammar work during the lesson, supported by the teacher, in order to take ownership of their learning.
- Children are encouraged to feedback their opinions to their teacher on their learning. They are taught how to use the success criteria for the learning activity to aid the judgements that they make.
- Teachers have a positive attitude to children's difficulties and discuss these problems with the children. Children are able to share their honest opinions and an individual's self-esteem is fostered at all times when giving feedback.
- Children are encouraged to contribute positive and "critical friend" feedback comments to peers through oracy tasks, plenaries, group and paired discussion and in KS2, comments are occasionally written. The children are taught how to use the agreed success criteria to generate these comments.

9. Moderation

- Termly staff development meetings provide an opportunity for staff to standardise their core subject assessment judgements and moderate pupils' work, against Early Years expectations and year group specific summative statements.
- Pupil Progress Meetings, which occur three times a year, allow for further in-depth discussion of standards within a class and across the year group.
- As both schools are two-form entry, teachers also regularly informally meet to discuss work of individuals or groups, in order to moderate their own assessments.
- Subject leaders in English and maths and other senior leaders carry out regular moderation of assessment judgements to check for accuracy.
- Foundation subject leaders regularly monitor the shared Thorns and Park Hill Excel assessment grids to check the coverage and progression of their subject across the year groups.
- Moderation with other schools also takes place within the Kenilworth cluster of schools and staff have the opportunity to take part in agreement trialling writing moderation sessions each year, provided by Warwickshire Local Authority.

10. **Reporting to parents**

- Parents are able to meet with their child's class teacher to discuss progress three times per academic year: in the autumn and spring terms, individual appointments are offered; in the summer term, an informal opportunity to meet with the teacher is offered to parents following the publication of reports. Staff are also available to meet with parents when concerns or issues arise during the year.
- A formal, written report documenting each child's progress in all curriculum subjects is shared once a year in the summer term. Parents will also receive a mid-year report about their child's attainment in reading, writing and maths, which can then be discussed at the Spring parents' evening in more detail.
- Reception parents have access to their child's online learning journal throughout the year via Tapestry. They are given a window of time to download their child's journal at the end of the academic year.
- Reporting is carried out in accordance with the Assessment and Reporting Arrangements published annually by the Standards and Testing Agency.
- Parents of SEN children have termly PLP meetings with their child's class teacher, where individual targets are reviewed and discussed.

Useful links to National documentation:

EYFS baseline assessment

https://assets.publishing.service.gov.uk/media/5e550579e90e074dcf842ab3/2020_Assessment_Framework_Reception_Baseline_Assessment.pdf

Year 1 Phonics screening

<https://www.gov.uk/government/publications/phonics-screening-check-2024-materials>

Year 4 Multiplication check

<https://www.gov.uk/government/collections/multiplication-tables-check>

Key Stage 2 SATs

<https://www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests>

Engagement model

<https://www.gov.uk/government/publications/the-engagement-model>

Appendix 1

ANNUAL CYCLE OF ASSESSMENTS

(national statutory assessments)

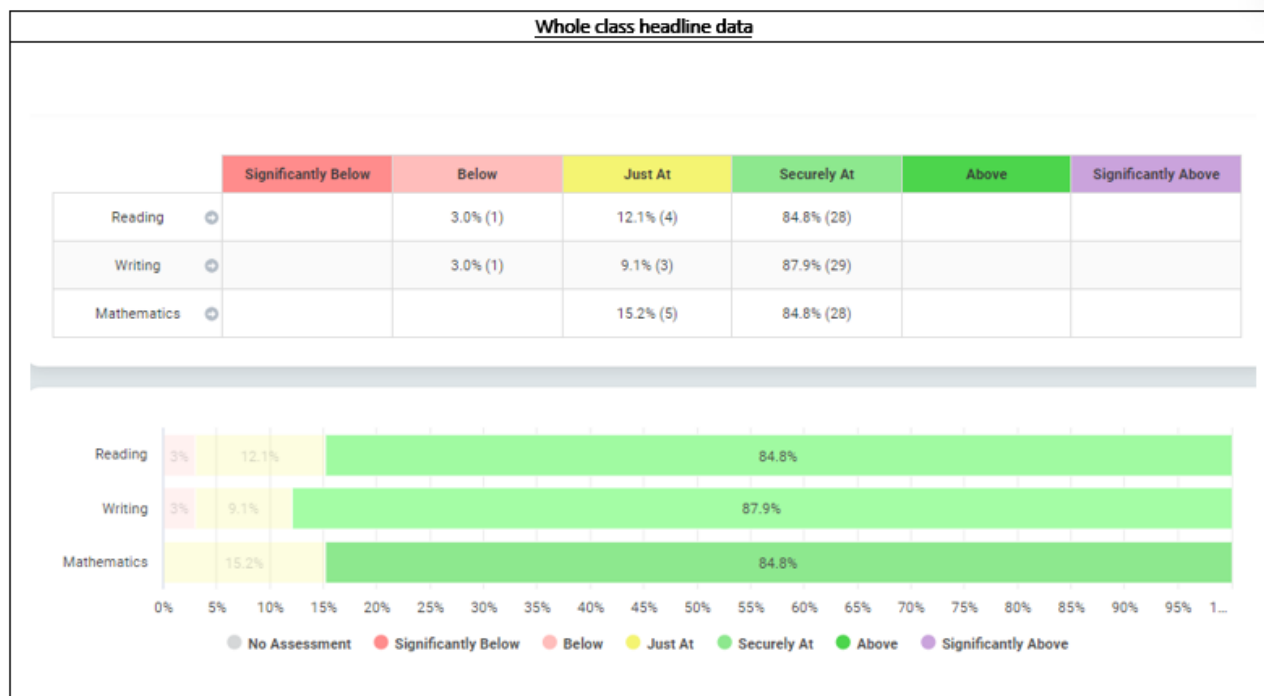
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|---|---|----------|---|--|---|
| Reception | Baselines completed by class teacher. | <ul style="list-style-type: none">Assessment points 3 times a year.Pupil Progress Meeting following each assessment point. | | | <ul style="list-style-type: none">Pupil Progress meetings.EYFS Profile and characteristics of effective learning completed and reported to parents. | |
| Year One | <ul style="list-style-type: none">Continuous on-going assessment against core and foundation assessment statements.Assessment points 3 times a year.Pupil Progress Meeting following each assessment point | | | <ul style="list-style-type: none">Pupil Progress meetings.Phonics Check.Phonics and end of year progress against assessment statements reported to parents. | | |
| Year Two | <ul style="list-style-type: none">Continuous on-going assessment against core and foundation assessment statements.Assessment points 3 times a yearPupil Progress Meeting following each assessment point | | | NFER tests | Previous SATS tests | <ul style="list-style-type: none">Pupil Progress meetings.Phonics Check for some children.NFER tests: reading, mathsEnd of year progress against achievement statements reported to parents. |
| | | | | | | |
| Year 3 | <ul style="list-style-type: none">Continuous on-going assessment against core and foundation assessment statements.Assessment points 3 times a yearPupil Progress Meeting following each assessment point | | | NFER tests | NFER tests | <ul style="list-style-type: none">Pupil Progress meetingsEnd of year progress against achievement statements reported to parentsNFER tests: GPS, reading, maths |
| | | | | | | |
| Year 4 | <ul style="list-style-type: none">Continuous on-going assessment against core and foundation assessment statements.Assessment points 3 times a year.Pupil Progress Meeting following each assessment point | | | NFER tests | NFER tests | <ul style="list-style-type: none">Pupil Progress meetingsMultiplication tables checkEnd of year progress against achievement statements reported to parents.NFER tests: GPS, reading, maths |
| | | | | | | |
| Year 5 | <ul style="list-style-type: none">Continuous on-going assessment against core and foundation assessment statements.Assessment points 3 times a year.Pupil Progress Meeting following each assessment point | | | NFER tests | NFER tests | <ul style="list-style-type: none">Pupil Progress meetingsEnd of year progress against achievement statements reported to parents.NFER tests: GPS, reading, maths |
| | | | | | | |
| Year 6 | <ul style="list-style-type: none">Continuous on-going assessment against core and foundation assessment statements.Assessment points 3 times a yearPupil Progress Meeting following each assessment pointPrevious SATS paper practice (at points appropriate for the children) | | | KS2 SATs | | <ul style="list-style-type: none">Pupil Progress meetingsSATs results reported to parentsTeacher assessments reported to parents. |

Appendix 2

Pupil Progress meeting grid – completed example

Pupil Progress meetings – Autumn data [REDACTED]

Year group: [REDACTED] Class: [REDACTED]
Date: [REDACTED] Attending: [REDACTED]



| Child centred discussions – <u>Attainment / Progress discussion</u> | | | | |
|---|---------------|---------------|--------------|--|
| As a result of the discussions, confirm / amend the Sonar summative grid to show children's attainment. | | | | |
| Areas of concern | | | | |
| Name | Reading | Writing | Maths | Barriers / Next steps |
| Pupil Premium | | | | |
| SEND | | | | |
| [REDACTED] | 5 WTS → 6EXS | 5 WTS → 6WTS | 5 EXS → 6WTS | Ideas and phraseology is very good. Punctuation an issue. Lack of output and independence. |
| [REDACTED] | 5 EXS → 6EXS | 5 EXS → 6EXS | 5 GDS → 6EXS | |
| [REDACTED] | 5 EXS → 6EXS | 5 EXS → 6EXS | 5 GDS → 6EXS | |
| [REDACTED] | 5 EXS → 6EXS | 5 WTS → 6EXS | 5 EXS → 6EXS | Just at in writing – monitor. |
| [REDACTED] | 5 GDS → 6EXS | 5 EXS → 6EXS | 5 EXS → 6EXS | |
| [REDACTED] | 5 EXS → 6WTS | 5 WTS → 6WTS | 5 EXS → 6WTS | No lack of trying. Grammar issues in writing and reading. Maths – support needed with arithmetic and concepts. When coached performs very well – exam technique. |
| [REDACTED] | 5 GDS → 6EXS | 5 EXS → 6EXS | 5 EXS → 6EXS | |
| [REDACTED] | 5 GDS → 6EXS | 5 EXS → 6EXS | 5 EXS → 6EXS | |
| [REDACTED] | 5 GDS → 6EXS | 5 EXS → 6EXS | 5 GDS → 6EXS | |
| [REDACTED] | 5 EXS → 6EXS | 5 EXS → 6EXS | 5 EXS → 6EXS | |
| [REDACTED] | 5 EXS → 6EXS | 5 EXS → 6EXS | 5 GDS → 6EXS | |
| [REDACTED] | 5 EXS → 6EXS | 5 EXS → 6EXS | 5 WTS → 6WTS | Confidence in maths. Arithmetic support group. |
| [REDACTED] | 5 EXS → 6EXS | 5 EXS → 6EXS | 5 GDS → 6EXS | |
| [REDACTED] | 5 GDS → 6EXS | 5 GDS → 6EXS | 5 GDS → 6EXS | |
| [REDACTED] | 5 GDS → 6EXS | 5 EXS → 6EXS | 5 GDS → 6EXS | |
| [REDACTED] | 5 GDS → 6EXS | 5 GDS → 6EXS | 5 GDS → 6EXS | |
| [REDACTED] | 5 EXS → 6EXS | 5 EXS → 6EXS | 5 EXS → 6EXS | |
| [REDACTED] | 5 WTS → 6WTS | 5 EXS → 6EXS | 5 EXS → 6EXS | Supported in Mr Ws group. Very literal interpretation of comp questions. Fluency to comprehension assessment from Lizzy? |
| [REDACTED] | 5 BLW → 5 BLW | 5 BLW → 5 BLW | 5 BLW → 6WTS | Assessments needed to look at cognitive issues / language etc. in preparation for secondary school. |

| Any whole-class required action / next steps: | When / Who / How |
|--|--|
| Maths <ul style="list-style-type: none"> Complete a maths SATS paper (reasoning) w/b 29th January and collate scores Arithmetic group with Dave (10:05 Wed mornings): [REDACTED] GDS maths – Keep an eye on [REDACTED] | <ul style="list-style-type: none"> Year 6 team Dave Lucy / Dave |
| Reading <ul style="list-style-type: none"> Lizzy to check reading speed for [REDACTED] Dave will scribe for [REDACTED] in upcoming guided reading sessions to check suitability. | <ul style="list-style-type: none"> Lizzy Dave |
| Writing <ul style="list-style-type: none"> Monday morning to become editing session for writing [REDACTED] Introduce grammar starters in each English lesson (Annie F to plan) using previous SATS Qs GDS writing: Focus on [REDACTED] [REDACTED] – aim for EXS – Allow to write separately to the group for genre closer to year end | <ul style="list-style-type: none"> Annie F to plan Annie F to plan Lucy / Dave Lucy / Dave + Nikki support |
| SATS prep <ul style="list-style-type: none"> [REDACTED] to take tests as part of the second group each day Speak to [REDACTED] mum about SATS expectations and removing pressure. | <ul style="list-style-type: none"> Lizzy SATS organisation Lucy + Dave |

Completed by: DW, LS, LB