Skippers Hill Manor Preparatory School

Assessment Policy

This Policy Applies to Skippers Hill and its Early Years Setting

Reviewed by Matthew Minister - October 2020

Review date October 2021

Introduction and Purpose

Effective and rigorous assessment is essentially expressed through the following principle:

There is a common language and framework for assessing pupils shared clearly between staff, parents and pupils, so that:

- Assessment drives learning, rather than being a tool for measurement
- Teachers have ownership of data analysis and use this to maximise pupil learning
- Teachers can have reliable conversations with pupils, parents, colleagues about each pupil's learning
- Parents gain clear understanding of where their child is in their learning and progress they have made
- Pupils know where they are in their learning and where they need to go next
- The school can make key strategic decisions about curriculum design for effective learning

In order for us to gain a full picture of each child's learning profile, the school uses a number of indicators, looking at Potential **(P)** Attainment **(A)** Progress **(P)** and Attitudes **(A)** (P.A.P.A) and these are gathered consistently through our diagnostic[1] formative[2] and summative[3] assessment processes. This enables teachers to make the most informed and impactful decisions about:

- where each pupil is in their learning,
- where they need to go next in their learning
- what they will need in order to get there
- what the best pathway is for the learning
- how their perceptions about themselves as learners impact on their learning

Assessment and GDPR; individual pupils assessment data is part of pupils personal information. Care should be taken with the collation, storage and analysis of data. While it is appropriate to share consolidated assessment information outside of school any individual data must be anonymised.

Key Terms:

[1]Diagnostic assessment: checking of prior knowledge and gaps in order to clearly establish teaching and learning needs and starting points

[2]Formative assessment: the process of collecting detailed information that enables the teaching and learning to be adaptive to meet the learning needs of the pupils, *while it's happening*. This is also known as *assessment for learning (AFL)*

[3]Summative Assessment: commonly summative assessment is conducted at a point in time, through evaluation of learning (using a test or a summative judgement of the formative acquisition of skills); however, wherever possible, the summative assessment should be used FOR learning and provide diagnostic information for moving onto the next steps in learning, not simply a summary OF learning.

Potential (P)

What is potential? Aptitude for acquiring and using new skills and knowledge.

It is important to note that research demonstrates a number of factors that can increase a pupil's learning beyond their 'measured potential' and therefore if, for example, a child displays a lower CATs score, this is not a reason to limit the learning pathways or the aspiration of that pupil. The school will always use it as a starting point in conjunction with all other data measures to ensure that all support and challenge is targeted to aspire to exceed potential.

Why and how do we measure potential? to give us an indicator of a pupil's aptitude for learning and their wider skills to enable our teachers to provide targeted support and challenge for individuals and to make informed decisions about a pupil's progress.

In Early Years: a baseline of each pupil's knowledge and skills against the Early Years Framework and the Characteristics of Effective Learning as they come into the Early Years can give effective insight into a child's potential throughout their EYFS experience.

Y1 & Y2: End of reception ELGs and attainment offer a measure of predictive indicators into Y1 and Y2 and how they will perform in relation to curriculum demands. It is therefore part of the school's practice to seek some external moderation of the EYFSP data each year, as well as robust internal moderation.

Y3 onwards: standardised CATs (Cognitive Ability Tests) are administered annually to provide information and understanding about pupils' wider abilities. They are curriculum independent tests and are measured against National Benchmarks. They give a clear indication of learning potential.

How does it relate to other aspects of P.A.P.A. and how do we use this data?

Potential measures can create predictors for a pupil's actual performance in day to day learning and tests; for example, Combination Reports in GL can be used to compare Potential as assessed in CAT4 tests, against Attainment as measured in PTE/PTM tests.

Attainment (A)

What is attainment?

Attainment is the achievement of skills and knowledge to a level of depth and competency within a set and agreed framework.

Why and how do we measure attainment?

Effective formative assessment enables teachers to plan carefully to ensure they maximise the learning opportunity and challenge for each pupil in each lesson and consolidate skills where necessary.

The school measures the attainment of each pupil cumulatively on a day to day and skill by skill basis (this is formative assessment) using carefully designed criteria that support judgement of how pupils are able to independently apply a skill or knowledge (the depth of acquisition), against national curriculum objectives, as set out in the table below:

Ability	Definition
Exceeding	Skill, knowledge or understanding is demonstrated and applied both in and out of context and without any prompting or modelling. Moderation and triangulation shows that it is applied confidently and consistently, such as: - Outside of lessons and subjects related to this area - Across different contexts (projects/ homework) - In tasks combining multiple skills (problem solving/ investigation/ independent writing projects) - Pupil is able to explain it to others
Secure	Once a skill or objective has been modelled/ taught the pupil is able to fulfil all aspects of the criteria within their work and is able to apply the concepts independently and **consistently** in context within a lesson related to this area. Ready to deepen understanding with further challenge.
Developing	Once modelled, although the pupil can employ the skill, but it is **not fully independent or consistent**: - - the child needs some adult intervention to initiate or employ the skill, this may be through the form of scaffolding, further modelling, or visual/ verbal prompts - - does not perform elements of the criteria e.g. number bonds to 20 makes mistakes when adding two single digit numbers to go across ten - -if an objective statement contains more than one concept pupils can still be assessed as 'developing' if they show an understanding of what has been taught so far
Beginning	The skills, concept or body of knowledge has been taught but is **rarely** shown or applied consistently or appropriately, **without direct adult support**; or the child is operating well below the targeted indicator, e.g. number bonds to 20, but the child only knows bonds to 10
Not Achieved	An area that has either not been covered in the curriculum, or in which the child has shown no evidence of the indicator

These skills are collated and combined over time using Pupil Asset, the school's electronic assessment tracking tool, to create a Point In Time Assessment (PITA), which is a summative judgement (Appendix 1) to demonstrate how a pupil is attaining at that point against the agreed framework and in relation to ARE.

Years 1 - 6

In order to help teachers make effective, reliable and consistent judgements, the school has chosen to use a framework, agreed and developed within the Bellevue schools, which outline clear age-related expectations based on the National Curriculum for:
- English (Reading and Writing, including spelling and grammar)
- Maths

Judging Attainment

In order to make a judgement about a child's level of attainment, the following cycle would be typical:
- Using the framework and achievement summaries to plan from pupils' starting points
- Teaching subject content
- Formative assessment of individual skills
- Tracking of individual skills and depth (through the use of Pupil Asset/ MIS tracking)
- Informal and formal summative assessment
- Moderation of work and triangulation of objectives tracked on Pupil Asset/ MIS tracking
- Teacher judgement of pupils' PiTA colour band
- Use of Pupil Asset exemplifications to assist with judgement*
- Output of PiTA using auto calculate on Pupil Asset to calibrate judgements

*Link to Pupil Asset exemplifications for Bellevue schools can be found <u>here</u>

Further information can be found on this <u>Pupil Asset Completion</u> document.

How does it relate to other aspects of P.A.P.A. and how do we use this data?
Measuring attainment also gives clear information between two points in time as to how a pupil has progressed in relation to their potential and previous attainment and will often give some indicators as to their attitudes towards their learning, particularly if they are attaining well above or well below their potential. Additionally, standardised testing such as PTE/PTM and NGRT/NGST can provide both summative and diagnostic information about where a pupil is in their learning and what their next steps will be.

Progress (P):
What is progress? Progress is the rate with which a pupil develops the depth of skills and knowledge towards attaining the set curriculum goals in relation to ARE
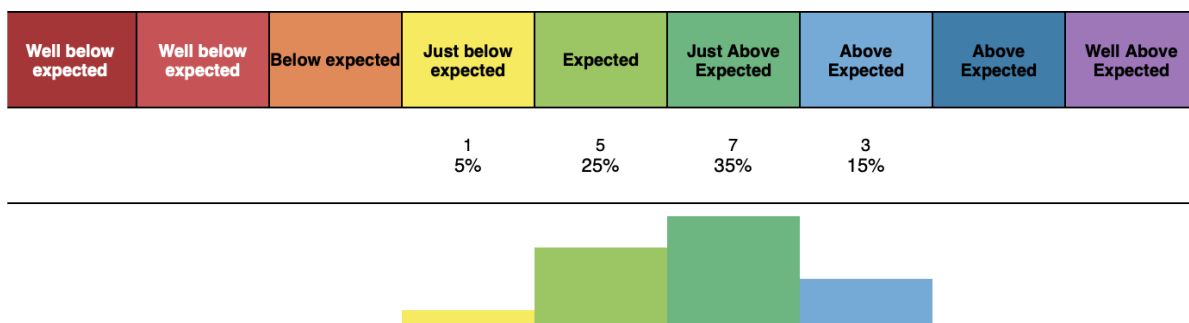
Why and how do we measure progress? Progress is a good indicator of a pupil's continued success in relation to their prior performance and whether they are continuing to be successful in school, as well as how they are performing against their potential capability. The school measures progress from both standardised testing and teacher assessments

Standardised testing to demonstrate progress: Using comparisons of pupils' data between their tests (PT Series, NGRT, NGST) can provide indicators of progress by showing an uplift in results against previous data within and across years.

Formative teacher Assessment, tracked in Pupil Asset to demonstrate progress:
Broadly: Within the Bellevue PiTA model, attainment is coded by colour as well as language. This can be used to track progress against prior attainment. The progress will be measured between two points by both looking at the colour bands of attainment and through generating a progress report within Pupil Asset based on the rate and depth with which each child acquires skills and knowledge:

Progress Report in Pupil Asset:

Well below expected	Well below expected	Below expected	Just below expected	Expected	Just Above Expected	Above Expected	Above Expected	Well Above Expected
			1 5%	5 25%	7 35%	3 15%		

In a detailed way: by being able to look forensically at the specific areas of progress and gaps in understanding and learning using 'Ghost Rows' [Appendix 3 - gives an example of how *Ghost Rows* are used by the school to track individual pupil progress in detail]

The school undertakes termly Pupil Progress Meetings to ensure that pupils are making at least expected levels of progress and to identify actions for those pupils who may need targeted intervention. Termly Pupil Progress meetings will take place, discussing the evidence offered to support judgements made. This information will be compared to SAS data to identify if a child is working in line with the expected standard and that the opportunities available to them are suitably challenging.

These meetings will take place through one to one discussions, in small groups across a Key Stage, in small groups across a subject, as part of a staff meeting with teachers outside of the subject.

Meeting Individual Needs
The responsibility for identifying, assessing and monitoring children with special educational needs or who are gifted and talented, is the responsibility of the class teacher in conjunction with the SENCo and Director of Studies.

How does it relate to other aspects of P.A.P.A. and how do we use this data?
Using this measure alongside attainment and potential prevents high attaining pupils from 'coasting' because they 'look' like they are 'doing well', and equally prevent low attaining pupils from being judged as 'not doing well', even if they are making significant progress and closing the ARE gap between themselves and their peers. It will be used to triangulate between the other measures within P.A.P.A.

Attitudes (A): a pupil's response to their learning experience and the way they engage with learning and school.

Why and how we measure attitudes:
How pupils feel about themselves as learners and their attitudes to school and their teachers has a known and sometimes profound impact on how they achieve within lessons and overtime at school. It is therefore a critical part of the assessment process to establish pupils' perceptions of their school and learning experience and to take into account pupils' views of themselves as learners and how their dispositions and attitudes may tell us more about their performance.

At [school], as well as day to day observable attitudes in lessons and throughout other aspects of the school day to give us qualitative measures of pupils' attitudes to learning, we also use a standardised survey called PASS (Pupil Attitudes to Self and School) [annually/bi-annually] to gain a detailed picture of each child's attitudes from [Reception - Year] and their feelings about their learning and school experience.

How does it relate to other aspects of P.A.P.A. and how do we use this data?
Pupil attitudes are like the missing piece of the jigsaw in understanding WHY a pupil may be getting consistent or disparate results across their other areas and why their attainment and progress might not match their potential.
Once our teachers are equipped with this full picture, they are able to conference with individual pupils in order to understand how aspects of their school experience may be affecting their learning and how this can be improved with the right kind of intervention and support.

Early Years Assessment

On entry to Skippers Hill, each Early Years pupil is observed and assessed by their teacher and information is gathered from parents and carers, in order to establish their starting points. This enables teachers to support pupils' learning and track individual progress throughout their time in the Early Years and beyond.

Informal assessment: (electronic) Learning Journeys, which capture observations against the Development Matters (EYFS framework) and which parents can contribute to are updated regularly and shared with parents Summative assessment: at each half term point, progress towards Early Learning Goals (ELG) and Good Level of Development (GLD) is mapped onto our electronic system Pupil Asset and the EYFS Profile is completed at the end of Reception for each child to demonstrate whether they have met all ELGs and achieved a GLD.

Assessment Cycle

The school provides points throughout the year for both internal and external assessment gathering, analysis and reporting. Please see Appendix 3 for details of our assessment calendar.

Moderation

Moderation meetings take place half termly on a formal basis in the core subjects.
The purpose of these meetings is to:

- ensure consistency both between and across year groups on achievement. This requires all staff to have a thorough understanding of the framework and what constitutes the depth to which individual objectives are learned: whether pupils have developed competency at a Beginning, Developing, Secure or Exceeding depth and how this triangulates within evidenced bodies of work. This process also serves as an evaluation of the opportunities available to pupils that offer development of deeper learning and application to other contexts and subjects.
- ensure that learning is tailored to the ongoing needs of pupils, rather than fulfilling a framework obligation (for example, if all pupils are using paragraphs frequently and accurately without prompting in their writing across other subjects, this would indicate that they are *exceeding* in this area and would not need to have taught lessons on this)
- supports staff in looking at in year expectations
- support staff in developing high quality formative feedback
- supports staff in analysing gap analysis for their cohort
- generate professional conversations between class teachers, across year groups and all levels of leadership.
- support staff in developing a thorough understanding of what the different standards of work look like, for example through regular sharing of expectations in planning meetings and the development of portfolios of exemplar work

Roles and responsibilities

Teachers are responsible for:
(i) ensuring that they are familiar with and consistently implement the content of this policy and the standards within the assessment framework
(ii) the day to day learning needs of the children
(iii) monitoring and evaluating the progress of the children they teach and care for
(iv) equipping children to have cogent conversations about where they are in their learning and next steps
(v) reporting clearly and accurately to parents, subject leaders and senior leaders on PAPA

Subject leaders are responsible for:
(i) having the strategic overview of their subject driven by data evidence
(ii) providing the framework of progression for their subject
(iii) ensuring that the monitoring of the cycle and the quality of assessment in their area is carried out in an accurate and timely manner
(iv) providing support and training to teachers to enable them to teach and assess their impact and pupils individual needs effectively
(v) leading the development and reliability of assessment within their subject through regular and effective moderation

Senior leaders are responsible for ensuring that there is:
(i) a consistent understanding of the framework and implementation of the assessment strategy
(ii) quality assurance around the processes surrounding learning and assessment across the school
(ii) time to effectively evaluate and refine assessment processes so that they remain fit for purpose
(iii) a clear cycle of CPD to ensure that staff are sufficiently equipped
(iv) time for leaders to monitor their subject, train staff and evaluate impact
(vi) time for teachers to reflect on formative assessment, analyse summative assessments and calibrate judgements with colleagues/ moderate
(vii) continual raising of standards through the use of data analysis to target groups of and individual pupils and that there is a culture of individualised approach to learning
(vii) visibility for parents on their child's learning and that this is communicated clearly

Appendices

Appendix 1: Point In Time Assessment (PITA) Model

The school uses a Point In Time Assessment model, which ensures that at any given reporting point, it is clear to see whether a pupil is attaining at, above or below the expected standard for Skippers Hill and how they are performing against national benchmarks.

Summative Assessment Language and Descriptors

% of the weighted curriculum		Assessment Descriptors	GL (SAS)	GL Bands	Reporting to parents
Significantly below ARE	<5%	-Is largely or wholly unable to access the curriculum, despite intense personalised support and scaffolding, -Will be following a different curriculum to the rest of the class. -Likely to be working more than 1 year behind ARE and have an individualised support plan.	<74	Below Average	Working Below ARE
Well below ARE	5-14%	-Is working below age related expectations and is only able to access year group curriculum with heavily personalised support and scaffolding, -May be undertaking different tasks to the rest of the year group. -Working approximately 1 year behind ARE	74-81		
Below ARE	15-27%	Is able to access the year group curriculum with personalised support and scaffolding. Has significant gaps in learning. May be doing some different tasks to the rest of the class and may be receiving, or needing some intervention to secure core learning. Working 2 terms behind ARE.	82-88		
Just below ARE	28-45%	-Is able to access the correct curriculum but sometimes need some scaffolding or support. -Has some gaps in their learning but is on track in a number of expected areas. -Sometimes struggles to acquire and embed concepts -Rarely applies learning of year group objectives independently -Likely to be working approximately 1 term behind ARE.	89-96	Average	Working at ARE
At ARE	46-60%	-Is secure in many, but not all, of ARE and is showing sound understanding of over half of the objectives taught. -Is more often than not successful at learning new concepts and is starting to apply their skills independently, but not consistently. -Needs minimal scaffolding, but occasional prompts. -May have some smaller gaps in learning which need closing in order to become secure.	97-103		
Just above ARE	61-90%	-Is meeting national ARE. -Is usually a successful learner, at that year group level, showing good understanding of and can apply over 80% of the curriculum objectives taught. -Usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts.	104-111		

Securely Above ARE	91%+	-Is starting to exceed national expectations and is always successful in understanding the key learning/ objective taught, with few errors when applying acquired skills or learning independently to a range of contexts, often explaining or justifying ideas. -Likely to be working at least 1-2 terms ahead of ARE	112-118		Working above ARE
Well Above ARE	31-60% yr grp above	Is exceeding year group ARE. -Is always successful in understanding the key learning objective. -Can consistently apply their skills independently in a range of contexts, with minimal error and can explain and justify their ideas. -Often able to see links between concepts and how these work as part of a bigger picture. -Likely to be working at least 2-3 terms ahead of ARE	119-126	Above Average	
Significantly above ARE	61%+ yr grp above	-As above, but is more often than not working significantly beyond the year group objectives and demonstrates significant skills and knowledge beyond the curriculum. -Can consistently extend thinking to link several ideas, make generalisations and consider and use these in new and different ways. -Can synthesise and evaluate their own and others' ideas effectively. -Likely to be working at least 4 terms ahead of ARE	127-141	Very High	Working significantly above ARE

If a member of staff is seeking to summatively assess a pupil as attaining a colour band beyond the year range (Dark Blue/Purple) this would only occur where the pupil is consistently demonstrating 'exceeding' in formative assessment skills statements and this has been triangulated against evidence in, for example: pupil progress meetings and moderation meetings as well as in day to day observations by the teacher. Auto Calculate on Pupil Asset would indicate whether the pupil had achieved enough skills/objectives to be judged in each of the colour bands and needs to be used to calibrate judgements. Additionally, Pupil Asset exemplifications are to be used to assist this moderation in all aspects of Maths and English. These can be found **here**

Appendix 2: Assessment Cycle

KS1		
Assessment	**Purpose**	**Reporting**
Autumn		
PT Series	To identify pupil's potential across subjects and their learning style. To understand starting points for learning/ to support target setting	Internal
Writing	To identify additional incidental learning and support teacher judgements across the term. To highlight specific areas for progression and repetition	Internal
Spring		
Writing	To identify additional incidental learning and support teacher judgements across the term. To highlight specific areas for progression and repetition	Internal
Summer		
PT Series	To identify pupil's potential across subjects and their learning style. To understand starting points for learning/ to support target setting	Shared with parents in parental consultations
Writing	To identify additional incidental learning and support teacher judgements across the term. To highlight specific areas for progression and repetition	Internal

KS2		
Assessment	**Purpose**	**Reporting**
Autumn		
CAT	To identify pupil's potential across subjects and their learning style. To understand starting points for learning/ to support target setting	Shared with parents in the September report and discussed in parental consultations.
NGRT A	To support reading and identify areas for development and target setting	Internal
NGST A	To support spelling and identify areas for development and target setting	Internal
White Rose Maths	Summative assessment to support teacher's judgements made over the term. To check progress is in line with potential and high targets for development	Internal
Writing	To identify additional incidental learning and support teacher judgements across the term. To highlight specific areas for progression and repetition	Internal
PASS	To provide insight into pupils' experience of school, their perception of themselves as learners and how this triangulates with the performance and attainment, in order to provide targeted support or intervention for any pupils who are 'cause for concern'.	Internal
Spring		
NGRT B	To support reading and identify areas for development and target setting. To check progress from NGRT A	Internal
NGST B	To support spelling and identify areas for development and target setting. To check progress from NGST A	Internal
White Rose Maths	Summative assessment to support teacher's judgements made over the term. To check progress is in line with potential and high targets for development	Internal
Writing	To identify additional incidental learning and support teacher judgements across the term. To highlight specific areas for progression and repetition	Internal
Summer		

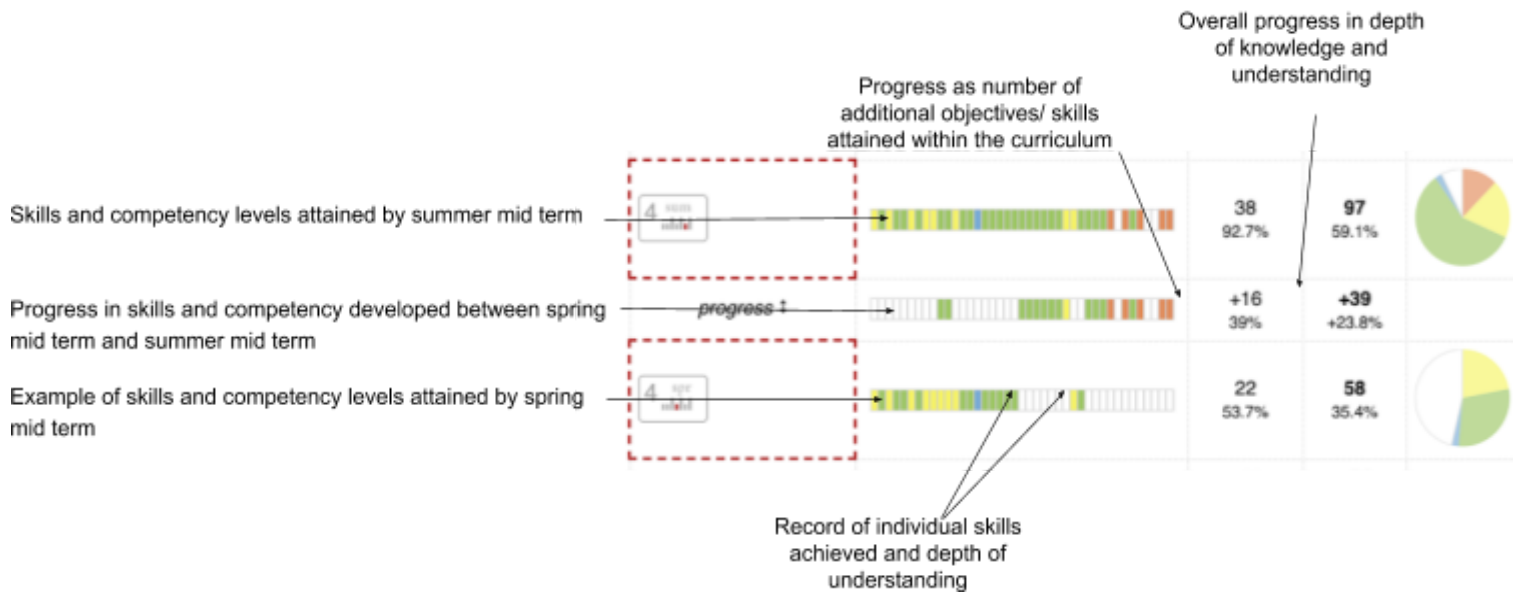|		
NGRT C	To support reading and identify areas for development and target setting. To check progress from NGRT B	Internal
NGST C	To support spelling and identify areas for development and target setting. To check progress from NGST B	Internal
White Rose Maths	Summative assessment to support teacher's judgements made over the term. To check progress is in line with potential and high targets for development	Internal
Writing	To identify additional incidental learning and support teacher judgements across the term. To highlight specific areas for progression and repetition	Internal
PT Series	To clarify the progress made year on year and support the judgements made by subject teachers. To identify if pupils have made progress in line with their potential	Shared with parents in End of Term reports with a target for development

KS3		
Assessment	**Purpose**	**Reporting**
Autumn		
CAT	To identify pupil's potential across subjects and their learning style. To understand starting points for learning/ to support target setting	Shared with parents in the September report and discussed in parental consultations.
NGRT A	To support reading and identify areas for development and target setting	Internal
NGST A	To support spelling and identify areas for development and target setting	Internal
Y8 CE Mock Exams	Summative assessment to support teacher's judgements made over the term. To check progress is in line with potential and high targets for development. Also used to provide supporting evidence for senior school applications	Y8 results Shared with parents in November
PASS	To provide insight into pupils' experience of school, their perception of themselves as learners and how this triangulates with the performance and attainment, in order to provide targeted support or intervention for any pupils who are 'cause for concern'.	Internal
Spring		
NGRT B	To support reading and identify areas for development and target setting. To check progress from NGRT A	Internal
NGST B	To support spelling and identify areas for development and target setting. To check progress from NGST A	Internal
Y7 and 8 CE Mock Exams	Summative assessment to support teacher's judgements made over the term. To check progress is in line with potential and high targets for development. Also used to provide supporting evidence for senior school applications	Results Shared with parents in March
Summer		
NGRT C	To support reading and identify areas for development and target setting. To check progress from NGRT B	Internal
NGST C	To support spelling and identify areas for development	Internal

	and target setting. To check progress from NGST B	
Y7 CE Mock Exams and Y8 CE Exams	Summative assessment to support teacher's judgements made over the term. To check progress is in line with potential and high targets for development. Also used to provide supporting evidence for senior school applications	Results Shared with parents in End of Year reports with target for development
Y7 PT Series	To clarify the progress made year on year and support the judgements made by subject teachers. To identify if pupils have made progress in line with their potential	Shared with parents in End of Term reports with a target for development

Appendix 3: Using Ghost Rows to show detailed progress breakdown

Using Ghost Rows to demonstrate detailed progress for individual pupils

Overall progress in depth of knowledge and understanding

Progress as number of additional objectives/ skills attained within the curriculum

Skills and competency levels attained by summer mid term

Progress in skills and competency developed between spring mid term and summer mid term

Example of skills and competency levels attained by spring mid term

Record of individual skills achieved and depth of understanding

	38 92.7%	97 59.1%
	+16 39%	+39 +23.8%
	22 53.7%	58 35.4%

9 band scale	GL Bands	4 band scale
Significantly below ARE	Below Average	Working Below ARE
Well below ARE		
Below ARE		
Just below ARE	Average	Working at ARE
At ARE		
Just above ARE		
Securely Above ARE	Above Average	Working above ARE
Well Above ARE		
Significantly above ARE	Very High	Working significantly above ARE

Attainment and Attitude Descriptors - shared with parents along with reports

Attainment	*Attainment is measured by analysing individual objectives that have been completed in line with the curriculum. These include elements of the curriculum for both the child's current year group and also in the year group above.*
ARE	*This stands for Age Related Expectation. This has been calculated across a range of schools and a number of year groups through Pupil Asset, the data tracking system used within Bellevue Schools.*
Above ARE	Your child is starting to exceed national expectations and is consistently successful in understanding the objectives taught, with few errors when applying acquired skills. They are able to access the learning independently and apply their knowledge to different aspects of the curriculum as well as explaining or justifying their thoughts. They are often able to see links between concepts and how these work as part of a bigger picture. They may also be accessing elements of the curriculum for the year group above.
At ARE	This is the expected level for your child. They are secure in some of the objectives stated in the curriculum. They are usually successful at learning new concepts and are beginning to apply their skills independently, but not consistently. They may need scaffolding or occasional prompts in some areas of the curriculum, but are more confident in others. They may have some smaller gaps in learning which need closing in order to become secure.
Below ARE	Your child is able to access the curriculum with personalised support and scaffolding. They have gaps in their learning and may be doing some different tasks to the rest of the class. There may be times at which they are receiving an intervention, in or out of the classroom, to secure their core learning.

Attitude	*This is a combination of the child's behaviour in class and the effort put into their work.*
A	***Excellent*** -Very strong overall effort and classroom contribution; the pupil is keen to succeed; classwork and homework reflect considerable effort, commitment and care; behaviour is impeccable.
B	***Good*** - The pupil listens and concentrates well; classwork and preps are always completed well and reflect real effort and care; behaviour is always good and the pupil rarely needs reminding of expected standards.
C	***Satisfactory*** - The pupil tends to complete the classwork or homework as directed; occasional signs of real effort and pride in his or her work; on occasion, more effort could have been injected. Behaviour is generally acceptable, although the pupil may need to be reminded of the expected standards.
D	***Variable*** - The pupil does not always complete classwork or preps and work can be carelessly completed or poorly presented. They can go off task easily and need to be reminded often of expectations. They can be involved in low level disruption.
E	***Requires improvement*** - Effort is below the level expected; standard of work poorer than expected; homework is often not done; child needs constant reminders to stay on task during lessons; behaviour is not always acceptable; behaviour at this level may well disrupt the performance of other pupils.