



Discovery Federation

Assessment, Marking and Feedback Policy & Guidelines

Updated: November 2021

Rationale

Assessment forms an integral part of effective teaching and learning, allowing children to achieve their true potential if it is used accurately. At Discovery Federation, assessment is part of our understanding of the whole child and we will assess accordingly in relation to all areas of the curriculum. We believe effective assessment is at the heart of accelerating progress for our children. Assessment for learning is at the heart of our curriculum to ensure we develop effective next steps for all children. It can be both formative (assessment for) and summative (assessment of) and is intrinsically linked with effective feedback to drive pupil progress. Assessment and feedback should be both timely, meaningful and motivating. They should not drive burdensome teacher workload. This policy sets out the principals and practices of effective assessment and feedback in the context of our Federation of schools and also how this will be reported and shared with all stakeholders to ensure they have an accurate understanding of the attainment and progress of children within school.

Aims

- To gather information about the performance and wellbeing of individual children, groups, and cohorts of children in order to inform target setting to improve performance and progress.
- To ensure children progress, know their achievements and what they need to do next.
- Ensure that planning is reflective, in order that teaching is highly effective, responsive and focused on next steps to meet the needs of all children.
- To provide information to inform the school's strategic planning and whole school areas for development
- To swiftly identify and address underperformance in terms of mistakes (something a child normally does correctly) and misconceptions (repeated errors in relation to teaching).
- To allow children to be involved in their own learning and become independent learners, taking responsibility for self-checking, editing and redrafting.
- To inform the Governing Body of the school's standards, achievements and trends of performance.

Principles (Assessment, Recording and Reporting)

Assessment may take many forms and range from informal day-to-day teacher assessment to the formal processes involved with end of Key Stage assessments. Assessments may be formative (assessment for) or summative (assessment of). Effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Secures pupil progress by clearly identifying next steps and identifying underperformance so it can be acted upon swiftly.
- Helps parents/carers be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets.

Guidelines

At Discovery Federation, we recognise the importance of assessment (both summative and formative) and how it can be used to develop children's learning. In terms of feedback to children, this should be evidenced as incidental to the assessment process and we do not provide additional evidence for external verification. Ofsted will not comment on the amount, frequency or style of marking but are focused on the evidence of curriculum coverage and progress within a child's book.

Summative Assessment at Discovery Federation

Foundation Stage

- Foundation Stage Profile
- Phonics, High Frequency Word and Tricky Word (Reading and Spelling) Trackers
- Summer Term Single Word Reading/Spelling Tests where appropriate if a child can access this
- Resilience Passports
- Traffic Light Trackers

Key Stage 1 – Reading, Writing, VGPS (Vocabulary, Grammar, Punctuation and Spelling) Maths (Arithmetic and Problem Solving & Reasoning) and Science

- Year 1 Phonics Screening
- Termly Phonics, Tricky/High Frequency Word and Year 1 & 2 Common Exception Word (Reading & Spelling) Trackers. Year group reading & spelling trackers
- Termly Single Word Spelling/Reading Tests if appropriate in the Autumn term as above.
- Half termly teacher assessment using Excel documents for English and mathematics, supported by tasks/tests, then updated on to iTrack.
- Termly White Rose Maths assessment and optional end of unit assessments
- Half termly summative assessments for all National Curriculum subjects covered using AfL information from planning documents uploaded to the One Drive. Science data inputted to iTrack half termly/termly as per length of topic.
- Data to be collated termly into Running Analysis overviews for all subjects and groups of children.
- Resilience Passports
- Traffic Light Trackers

Key Stage 2 – Reading, Writing, VGPS (Vocabulary, Grammar, Punctuation and Spelling) Maths (Arithmetic & Reasoning) and Science

- Statutory Assessment Tests
- Times Tables Check
- Phonics (in specific cases where required), Tricky/High Frequency Word year group CEW (Reading & Spelling) Trackers.
- Termly Single Word Spelling/Reading Tests
- Half termly teacher assessment using Excel documents for English and mathematics, supported by tasks/tests, then updated on to iTrack.
- Termly White Rose Maths assessment and optional end of unit assessments
- Half termly summative assessments for all National Curriculum subjects covered using AfL information from planning documents uploaded to the One Drive. Science data inputted to iTrack half termly/termly as per length of topic.
- Data to be collated termly into Running Analysis overviews for all subjects and groups of children.
- Resilience Passports
- Traffic Light Trackers

A full list of assessments that each class should complete are shown at Appendix 1.

Teachers use information from these assessments alongside their own ongoing teacher assessments to submit data into the school's tracking system iTrack and support pupil progress meetings.

Teachers are aware of the progress that individual children should make in each year. They are also aware of the national expectations at the end of each academic year. We currently use an Emerging, Developing and Secure tracking system in each year group. The national expectation is that 85% of children leave their year group in the 'secure' or above band.

Pupil Progress Meetings collate this information, and this then helps teachers identify children who require additional intervention. Pupil progress meetings are termly and aimed at swiftly addressing any underperformance and recognising where children are performing well.

Formative Assessment

Key to children's development at Discovery Federation is the day-to-day assessment strategies used by teachers and children themselves. Staff will use the evidence from their assessment to inform their planning on a daily basis to ensure that every lesson is the next step and learning builds across a sequence of lessons with misconceptions being addressed swiftly.

- In every lesson, the expectation at Discovery Federation is that **all** staff monitor and intervene in all lessons within the moment. Staff should move around and monitor the classroom so they are aware of how all children are progressing and aim to create independence rather than creating 'Velcro' children.
- They provide feedback to children that empowers children to take responsibility for their own work.

- Teachers should remember that new learning is fragile and should therefore revisit and refresh learning at the start of every lesson.
- Teachers must remember that for feedback to be effective it needs to be timely and acted upon
- Where written feedback is provided, it must have a clear focus on the learning
- Where teacher's feedback in lessons and they annotate a child's book e.g. in a maths lesson, this should be annotated in green pen e.g. by working with the child to complete the calculation. Equally, where a child has worked with support throughout the session or in part, or as a group etc. this should be annotated using the relevant codes. (See Marking Codes in Appendix 2.)
- Where teachers use praise, they must ensure this is explicit and targeted e.g. 'Well done. I like the way you to.....' rather than 'Good work'.
- Feedback will be annotated on all planning at the end of each lesson by **all** adults working in the classroom to support with the next lesson. All TAs should have access to planning prior and following a lesson and they should annotate planning in blue for the children they have worked with to support teachers planning. It is their responsibility to log in and annotate in their allocated colour(s) rather than relying on the class teacher to complete on their behalf.
- Staff should remember that marking is a form of feedback and there are many other forms of feedback as identified below:



Figure 1. Examples of different forms of feedback.

Document from EEF Effective Feedback

English formative assessment and feedback

- Spelling work/dictation self-marked weekly where appropriate
- Comprehension self-marked weekly with targeted questions used on visualizers to exemplify teaching points. Use examples of children's effective answers on the visualizer as models. Use whole class monitoring to give feedback ensure this is annotated on planning.
- Planning – verbal feedback and questions to support the planning process. Add any feedback on plans within the lesson. Annotate planning with any areas to pick up before the writing lesson.
- Extended writing:
 - All children should have Writing Toolkits which include child-specific non-negotiables and achievable next steps to evidence in their writing. Children should be familiar with these and they should be updated as children evidence that they are secure with these expectations.
 - Non-negotiables based on basic skills should be clearly displayed on the English board linked to the basic concepts already taught and linked to the previous years ARE e.g. in year 2, phonics/spelling application, CL, FS, Finger Spaces and re-reading for sense. Pink highlighters will be used to identify errors that you directly want children to correct (specifically in EYFS/KS1 where children struggle with margin-marking). Remember, that identifying missing full stops for children across full pieces will not support children to

punctuate as they are not finding them independently. Bespoke interventions should support writing improvements across a Friday morning following extended writing from Year 1-Year 6.

- During any extended writing session, teachers should be monitoring the classroom providing verbal feedback as children write. Staff are aware that support and feedback provided, especially during extended writing lessons, needs to be taken into consideration when completing assessments as cues to include punctuation in specific places does not evidence a child's secure grasp of this concept.
- Before teachers provide any written feedback, children must check their work following the success criteria of the lesson (linked to genre) and then line by line using their personal non-negotiables from their writing toolkits and any mistakes should be corrected. This should maximise pre-emptive teaching with teachers' monitoring the process therefore preventing frequent errors and common misconceptions. Where misconceptions are evident across the cohort, the teacher will pick these up in the lesson, where appropriate, or at a later date as a teaching point if more necessary.
- Staff will then quality mark children's work using the marking codes in Appendix 2 to this policy. Staff will use margin marking which is heavily scaffolding in the autumn term higher up school and reduces across the spring and summer terms as children work towards ARE.
- Children will reflect on the marking and correct using purple pen.
- Editing and redrafting – this will be age appropriate to the children but should never be more than a paragraph following on from direct whole class input using targeted examples on the visualizer/whiteboard. Staff will identify pieces of work which children will read aloud together and make suggestions to improve and work collaboratively as a class or group to improve this piece of work. Children will then use this to improve their own work as identified by the teacher.

Maths formative assessment and feedback

- KS2 daily times table check self-marked
- Teachers monitor the classroom and intervene where pupils show misconceptions highlighting any teaching points to the whole class as necessary.
- In KS2, pupils self-mark their maths work after five calculations (answers are available at the front of the class. If a child has errors, they alert the teacher.
- Staff teach children to self-check which involves teaching pupils to think deeply about the work they have just learnt. Otherwise, they might just scan through their work, reading but not really thinking. For example, pupils might repeat a calculation in a different coloured pen and check they've got the same answer. Teachers can remind them that for addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking.
- Staff can use examples on the board to model checking or exemplify errors or teaching points using a visualizer.
- Marking prompt sheets linked to the area of maths being taught should be referenced before children ask for help to encourage independence see examples below:

Find my mistake (column addition)

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Find my mistake (identifying fractions of shapes)

- Did I check all the parts were equal?
 - Did I count how many parts the shape had been divided into?
 - Did I write that number underneath the vinculum (remember denominator → down)
 - Did I count how many parts were shaded in?
 - Did I write that number on top of the vinculum (remember numerator → on top)
 - If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
 - If you are still stuck, is there another child who looks like they are confident with this you could ask?
 - If none of this works, ask an adult for help.
- Where work has been self-marked, there is no need for the teacher to remark or acknowledge this, however, staff are aware of the need to check that the process of self-marking is being completed accurately and intervene if necessary.
 - Where work is marked by the class teacher, the codes at Appendix 2 should be used.

Foundation Subjects

Foundation subjects are planned for in line with Discovery Federation's own meticulously detailed long-term plans. These have been produced using the National Curriculum objectives and the Local Authority's 'Progression in Skills' documents. Where necessary, other documents have been used e.g. Purple Mash in Computing, Charanga for Music (see Teaching & Learning Policy for full details). Staff use the Discovery Federation LTPs to inform medium term plans and then plan their lessons and specifically link in National Curriculum objectives to each aspect of learning. At the end of each lesson, staff assess children based on performance in the session at either *Objective not hit*, *Hit the Objective* or *Exceeded the Objective*. Given the nature of some of these objectives, they will span multiple lessons, but staff will use the ongoing AfL and 'Next Steps' box to inform their judgements. At the end of the topic, staff will use the information in these grids to make cumulative assessments together with an end of unit quiz for Science, History, Geography, Computing, Art, DT, MFL and RE specifically linked to knowledge taught, about where children are working in these topics within each subject. These will feed directly into Running Analysis grids (See Appendix 4). Subject leaders have prepared 'Flashback' quizzes for children to complete at the start of each lesson to recap and consolidate prior learning. These will be completed in those subjects with end of unit assessments listed above and they will cover topics taught within each subject from previous year groups so that knowledge and understanding is not lost.

Any writing completed in foundation subjects should be marked in line with the subject expectations, however, any basic skills that children have not applied should be picked up for consistency of expectation in all areas of learning.

Moderating

Teachers share a common understanding of levelling, feedback and target setting. This is monitored via:

- Moderating (both within and across our schools)
- Access to specific moderation sessions facilitated by LA Education Development Advisors
- Planning monitoring
- Lesson observations and learning walks
- Work scrutinies
- Discussions with staff/children
- Pupil progress meetings (termly)

Recording and Reporting

Teachers use assessment information from previous teachers to inform future planning.

Annual reports inform parents about children's progress. Each area of the curriculum is reported on and targets for future development are included for English and Mathematics, in addition to general targets. In Reception, the end of year reporting is through the Foundation Stage Profile.

Parents' Evenings are held in the Autumn and Spring Terms with a drop-in session for parents in the summer term following end of year reports. Staff will report to parents on the following (a proforma for support is attached to Appendix 3 for support with conversations, if required):

- Performance in English and refer specifically to reading in EYFS and KS1 this will also be linked to phonics
- Performance in maths
- Any areas of strength in relation to the foundation subjects in EYFS linked to the EYFS curriculum
- Resilience Passports and obtain parental views in relation to the completion of these.
- Discussion in relation to Traffic Light Trackers linked to attendance, punctuality, effort, behaviour, uniform and homework specifically linked to reading.
- Children's emotional wellbeing, communication in class, friendships and resilience.

Traffic Light Trackers will be forwarded to parents termly to support parents with understanding where their children are in terms of attendance, punctuality, effort, behaviour, uniform (and general preparedness for school) and homework. (See criteria in Appendix 6.)

A Resilience Passport aimed at developing the whole child and linked specifically to the aims of the Federation is uploaded onto the OneDrive and should be reviewed termly with the teacher and child to mark progress towards more holistic expectations for each year group e.g. fastening laces, speaking in a performance etc. There is a Resilience Passport linked to each year group. (See Wellbeing Policy for further information.)

Transition and Transfer

Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling (between classes, Key Stages and schools). This ensures that children have the maximum opportunities to achieve their full potential.

When children move schools, information is sent through the CTF (common transfer file) and other procedures detailed in the GDPR policy.

Special Educational Needs

The SENDCO will liaise with all concerned to ensure information on individual children with educational needs supports their teaching and learning. The SENDCO will provide a termly report for governors based on the percentage of children achieving support targets so governors can make informed judgements in relation to the progress of children with SEND. This together with SEND achievement in relation to the curriculum will give a more rounded view of their achievement. (See the SEND Policy for further information.)

Equal Opportunities

The assessment policy and guidelines encourage the practice of inclusion for all.

Governors

The special interest governors for individual subjects will meet regularly with staff to discuss achievement in individual subjects with staff providing a termly overview of assessment for their subject to the SLT this will be reported to the Curriculum and Online Safety Committee on a termly basis and uploaded to Governor Hub for other governors (see Appendix 5).

Monitoring and Evaluation

The assessment co-ordinator and Head Teacher will ensure the policy is implemented consistently throughout the school using strategies such as:

- Discussion with teachers, children and parents/carers
- Sampling teachers' planning
- Lesson observations
- Work scrutiny
- Tracking children's progress
- Sampling children's records and reports
- Questionnaires of staff, children and parents/carers

Appendix 1

Termly/Half Termly Assessment by Year Group

EYFS

Spotlights at appropriate times across term for age of children
Children's individual progress grids (updated during EYFS meetings to discuss steps of progress seen in children)
Gap and Strength Analysis
Running Analysis
Phonics assessment
Identified Tricky Words/HFW/CEW on year group Word Trackers for Reading & Spelling
Resilience Passports
Traffic Light Trackers
Single word reading (for children above age of 5)

Year 1

Phonics assessment
SWRT & SWST (however, SWST provides no score for children working below 5years and 10months)
Identified Tricky Words/HFW/CEW on year group Word Trackers for Reading & Spelling
English: speaking & listening, reading & writing- Excel spreadsheet and iTrack (half termly)
Maths- Excel spreadsheet and iTrack (half termly)
Half-termly assessment overview on planning formats- both AfL from lessons and summative for topic- & transferred appropriately to iTrack
Resilience Passports
Traffic Light Trackers
Running analysis completed and print out of iTrack data for Pupil Progress Meeting

Year 2

Phonics assessment (if appropriate)
SWRT/SWST
Identified Tricky Words/HFW/CEW on year group Word Trackers for Reading & Spelling
English: speaking & listening, reading & writing- Excel spreadsheet and iTrack (half termly)
Maths- Excel spreadsheet and iTrack (half termly)
Half-termly assessment overview on planning formats- both AfL from lessons and summative for topic- & transferred appropriately to iTrack
Resilience Passports
Traffic Light Trackers
Running analysis completed and print out of iTrack data for Pupil Progress Meeting

Year 3/4

Phonics assessment (if appropriate)
SWRT/SWST
Identified Tricky Words/HFW/CEW on year group Word Trackers for Reading & Spelling
Year 3/4 Common Exception Word Trackers for Reading and Spelling
English: speaking & listening, reading & writing- Excel spreadsheet and iTrack (half termly)
Maths- Excel spreadsheet and iTrack (half termly)
Half-termly assessment overview on planning formats- both AfL from lessons and summative for topic- & transferred appropriately to iTrack
Resilience Passports
Traffic Light Trackers
Running analysis completed and print out of iTrack data for Pupil Progress Meeting

Year 4/5 and 6

SWRT/SWST
Identified Tricky Words/HFW/CEW on year group Word Trackers for Reading & Spelling
English: speaking & listening, reading & writing- Excel spreadsheet and iTrack (half termly)
Maths- Excel spreadsheet and iTrack (half termly)
Half-termly assessment overview on planning formats- both AfL from lessons and summative for topic- & transferred appropriately to iTrack
Resilience Passports
Traffic Light Trackers
Running analysis completed and print out of iTrack data for Pupil Progress Meeting

All running analysis documents must be uploaded to the OneDrive and individual subject leaders are responsible for providing SLT with an overview of standards in their subject on a termly basis. This will also be reported to governors.

Appendix 2



Discovery Federation Marking and Feedback Codes



In my book, my teacher uses the following symbols when talking to me about my work...



Think about your sentence

CL

Capital letter

FS

Full stop



Phonics/Spelling



Finger space



Support



Group work



Verbal feedback



Link to improvement required



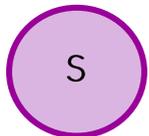
Rewrite this section



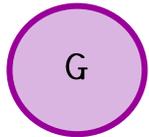
Discovery Federation Maths Marking and Feedback Codes



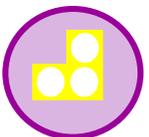
In my book, my teacher uses the following symbols when talking to me about my work...



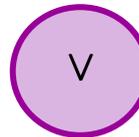
Support



Group work



Manipulatives used



Verbal feedback

My teacher might use the following to tell me how my work is going:

Challenge: ✓ Correct ● Incorrect - check again △ Link to improvement

Appendix 3



Discovery Federation



Parents' Evening Information Record Sheet

Please note this should be completed in brief bullet points (no more than 3 per subject) to support consistency of information shared with parents and support staff in conducting parent's evenings.

Child's Name			
English Attainment	Reading	Spelling	Writing
Maths Attainment	Maths in general		Times Tables
Foundation subjects	Any areas of strength to note?		
Wellbeing:	Communication (Speaking and listening):		
Friendships: – sharing, cooperation etc.	Resilience:-		

Traffic Light Tracker and Resilience passport to be shared during the meeting and discussed as part of the meeting.

Appendix 4

Running Analysis- Year



Autumn Term

Cohort outline & Groups:

Characteristic	Number	%
Boys		
Girls		
Summer born		
Pupil Premium/FSM		
SEN		
EAL		
LAC		
SGO		

Progress	Reading	Writing	Mathematics
Expected			
Exceeding			
Notes:			

Please ensure you attach to this document and print as PDFs to upload to the One Drive the following from itrack:

- Flight path – please ensure you change the headings to match the expectations on the termly assessment. Please also print the flight path for disadvantaged children by using the filters selecting pupil premium and printing this also.
- Combined monitoring document please expand the columns so individual strands are shown by clicking on them. Please print A3 and also use the disadvantaged filter.

First 100 HFW	% read	Year 1 CEW	% read	Year 2 CEW	% read	Next 200 HFW	% read	Year 3/4 CEW	% read	Year 5/6 CEW	% read
	% spell		% spell		% spell		% spell		% spell		% spell

% working Phase 1	% working Phase 2	% working Phase 3	% working Phase 4	% working Phase 5	% working Phase 6	% working on Progression in Spelling

% of cohort who know times tables											
2x	3x	4x	5x	6x	7x	8x	9x	10x	11x	12x	All

Please only complete for the subjects and strands covered this term (Please delete any subjects not covered this term):

Science (change topics as appropriate)											
	Working Scientifically	Plants	Animals including humans	Living things and their habitats	Light	Forces and Magnets	Seasonal change	Materials	Evolution and inheritance	States of matter	Earth and space
Working above the expected standard											
Working at											
Working Below											

Physical Education						
	Games	Athletics	OAA	Dance	Gymnastics	Swimming and water safety

Working above the expected standard						
Working at						
Working Below						

Art & Design							
	Creating ideas	Drawing/Mark making	Working with colour	Sculpture	Printing	Textile and collage	Knowledge of artists
Working above the expected standard							
Working at							
Working Below							

Design & Technology					
	Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
Working above the expected standard					
Working at					
Working Below					

Computing & Online Safety						
	Computer Science	Digital Literacy	Information Technology	Word	PowerPoint	Excel
Working above the expected standard						
Working at						
Working Below						

Geography										
	Geographical Enquiry	Place Knowledge	Human and Physical Geography	Map Skills/Fieldwork						
				Direction/ Location/ Map knowledge	Using Maps	Drawing Maps	Representation	Scale	Perspective	Style of Map
Working above the expected standard										
Working at										
Working Below										

History								
	Chronology	Historical terms	Historical enquiry	Interpreting history	Continuity and change	Causes & consequences	Similarities & differences	Significance
Working above the expected standard								
Working at								
Working Below								

Modern Foreign Languages (MFL)							
	Listening	Speaking	Reading	Knowledge from units of work	Writing	Reading	Grammar
Working above the expected standard							
Working at							
Working Below							

Music				
	Performing singing	Performing playing	Improvising and experimenting	Listening, developing knowledge and understanding
Working above the expected standard				
Working at				
Working Below				

PSHE/Relationships Education									
	Relationships			Living in the Wider World			Health and Wellbeing		
	Families & Friendships	Safe Relationships	Respecting Ourselves & Others	Belonging to a Community	Media Literacy & Digital Resilience	Money & Work	Physical Health & Mental Wellbeing	Growing & Changing	Keeping Safe
Working above the expected standard									
Working at									
Working Below									

Religious Education						
	Add topics					
Working above the expected standard						
Working at						
Working Below						

What has the data told me?	What have I done about it?	What promotes facilitation?	Outcomes

Standards summary:

Strengths:

Weaknesses:

Priorities/Interventions:

Summary of discussions and actions from pupil progress meeting:



DISCOVERY FEDERATION SUBJECT LEADER REPORT

Subject:

Report prepared by:

Date:

Monitoring undertaken (what does the evidence show you in relation to curriculum coverage, long term plans, age appropriateness, how assessment for learning is impacting on teaching and learning and informing planning, children working at age-related expectations):

What did the monitoring tell me?

Pupil Voice:

Context/issues to note in relation to the subject:

Standards (What is the data telling you about your subject?)

Attainment

Progress

Identified strengths for subject:

Identified weaknesses for subject:

SLT and Governor Comments (monitoring/evaluation/review):

**Attendance****Red**

Below 96%

Yellow

96-98%

Green

98% and above

Behaviour**Red**

Frequently upsets children and adults.
Lacks self control and often makes wrong choices.
Often fails to follow school rules.
Has been in reflection many times to consider their behaviour.

Yellow

Sometimes gets involved in disputes and this disrupts learning.
Mostly follows school rules but needs occasional reminders.
Has been in reflection on a number of occasions to consider their behaviour.

Green

Always forms strong friendships and is a caring friend.
Manages disputes with friends appropriately.
Always follows school rules.
Always polite, friendly and helpful.
Has never been in reflection to consider their behaviour.

Effort**Red**

Work is well below expectations.
Needs constant reminders to concentrate on their learning.
Work is careless and often of an unacceptable standard.
Work is often unfinished.
Often loses equipment.

Yellow

Work is usually of an acceptable standard with no scribbling.
Needs occasional reminders to stay focused on learning.
At times work may not be their best.
At times could work harder.

Green

Always gives 100%.
Work is completed on time and is of a high standard.
Work is presented thoughtfully and carefully.
Always remains on task and is self-motivated.

Punctuality**Red**

Late more than once a week or more than 3 times in a half term.

Yellow

Usually in school on time – late no more than 3 times in a half term.

Green

Always at school before 9.

Reading Homework**Red**

Rarely reads at home or completes reading activities.
Reading homework rarely handed in or not completed.

Yellow

Reads occasionally at home and often needs reminding to get reading tasks done.
Reading homework not consistently handed in or completed.

Green

Reads regularly at home and takes responsibility for this.
Self-organised for reading homework and reading homework always completed to a good standard.

Uniform**Red**

Regularly forgets changes of clothing required for different activities.
Earrings are worn for school.
Hair does not follow guidelines in Parents Handbook: extreme hairstyles, hair untidy regularly

Yellow

Uniform is mostly appropriate for nursery.
Occasionally forgets changes of clothes e.g. Forest Fridays (1 or 2 times in a half term).
Hair is usually clean and tidy.

Green

Always wears appropriate clothing and is always prepared with change of clothes etc. where necessary.
Always clean and tidy.
Always looks after own belongings.
Hair is always clean and tidy as described in Parents' Handbook.

Discovery Federation Traffic Light Tracker Descriptors Reception - Year 6



Attendance

Red

Below 96%

Yellow

96-98%

Green

98% and above

Punctuality

Red

Late more than once a week/ 3 times in a half term.

Yellow

Usually in school on time – late no more than 3 times in a half term.

Green

Always at school on time.

Behaviour

Red

Frequently upsets children and adults.
Lacks self-control and often makes wrong choices.
Often fails to follow school rules.
Has been in Reflection many times to consider their behaviour.

Yellow

Sometimes gets involved in disputes and this disrupts learning.
Mostly follows school rules but needs occasional reminders.
Has been in reflection on several occasions to consider their behaviour.

Green

Always forms strong friendships and is a caring friend.
Manages disputes with friends appropriately.
Always follows school rules.
Always polite, friendly and helpful.
Has never been in reflection to consider their behaviour.

Effort

Red

Work is well below expectations.
Needs constant reminders to concentrate on their learning.
Work is careless and often of an unacceptable standard.
Work is often unfinished.
Often loses equipment.

Yellow

Work is usually of an acceptable standard with no scribbling.
Needs occasional reminders to stay focused on learning.
At times work may not be their best.
At times could work harder.

Green

Always gives 100%.
Work is completed on time and is of a high standard.
Work is presented thoughtfully and carefully.
Always remains on task and is self-motivated.

Reading Homework

Red

Reading Record not up to date.
Rarely reads at home or completes reading activities.
Reading homework rarely handed in or not completed.
Reading homework standards well below age expectations.

Yellow

Reads occasionally at home (only 2/3 times per week) and often needs reminding to get reading tasks done.
Reading journal occasionally not signed, and homework not consistently handed in or completed.

Green

Reads regularly at home and takes responsibility for this.
Reading journal is updated regularly.
Self-organised for reading homework and reading homework always completed to a good standard.

Accessing Online Homework

Red

Rarely accesses school's online resources outside of school and doesn't access after-school club to support with this.

Yellow

Occasionally accesses school's different online resources at home and often needs reminders to access tasks to support learning.

Green

Regularly accesses a range of school's online resources at home and takes responsibility for this.

Uniform

Red

Regularly needs reminding to wear correct uniform.
Has incorrect/no PE kit 2 times or more in a half term.
Earrings are worn for school.
Hair does not follow guidelines in Parents Handbook: extreme hairstyles, hair untidy regularly

Yellow

Occasionally does not wear full uniform.
Uniform is mostly clean and tidy.
Occasionally forgets PE kit (1 or 2 times in a half term).
Hair is usually clean and tidy.

Green

Always wears full uniform including PE uniform and swimming kit.
Always clean and tidy.
Always has correct school PE kit when needed.
Always looks after own belongings.
Hair is always clean and tidy as described in Uniform Policy.