



Minsterley Primary School

Assessment Policy

Policy Approved by Governors:

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Due for Review:

Written by: Jo Holloway

Minsterley Primary School

Assessment Policy

'The overriding principle of good assessment is that it should be clearly tied to its intended purpose.' *Commission on Assessing Without Levels, Final Report, September 2015* Chaired by John McIntosh CBE pg5

The purpose of assessment at Minsterley Primary School

The main purpose of assessment at Minsterley Primary School is to ensure every child makes expected or higher than expected progress in line with National Standards. To achieve this there needs to be an awareness of the effectiveness of the quality of the teaching in our school; the children need to know how well they are doing and how they can make further progress; and parents need to know what their children are achieving.

Therefore our assessment needs to:

- be an integral part of teaching and learning;
- help children understand how effectively they have acquired knowledge, understood concepts, applied processes and used skills;
- offer guidance about what children need to do to improve and target specific areas;
- inform teachers, senior leaders, parents, governors and others who need to know about progress, attainment and achievement.

Aims of Assessment at Minsterley:

Assessment at Minsterley School takes place in a variety of ways which can be broadly defined as; formative assessment, in-school summative assessment and nationally standardised summative assessments. It is important to be aware of the range and complimentary nature of how each links together to build a picture of each individual child in our school. The aims of these assessments are;

- To maximise pupil achievement
- To focus on quality-first teaching on children's individual needs
- To provide an appropriate curriculum for all children
- To ensure that pupils' progress and attainment is tracked effectively

- To ensure the swift and effective identification of learning interventions where needed
- To ensure pupils working above National Standards are challenged appropriately and are making maximum progress
- To inform parents, governors and others who need to know about progress and attainment.

Formative assessment

Formative assessment is the powerful, every day tool that our teachers use to make professional judgements on progress and attainment. It can take forms such as -

- Marking of pupils work in a sensitive, constructive and timely manner (See Feedback Policy) through the use of Learning Objective and non-negotiables.
- Carrying out observations of pupils at work / practical activities
- Targeted questioning as part of a lesson
- Weekly tests in maths
- End of unit White Rose Maths Hub assessments/Busy Ant Maths tests
- Time to Shine and other extended writing opportunities across the curriculum
- Short topic/ theme quizzes
- Checking pupils work for progress and advances in attainment, through the use of the 'I Can' statements in the back of pupils books (English, Reading, Maths and Science).

The primary purpose of our day to day formative assessment¹

1. ***For pupils:*** *In school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.*

How do we do this at Minsterley? When it is felt there will be an impact on the child's learning we mark a piece of work using green highlighters to show what the pupils have done well in their work, in relation to the learning objective/non-negotiables. A verbal response, pink highlighter 'pink to make you think' or the use of feedback codes in pink pen is used to support pupils if required or to ask the pupil to

'convince' you that they have embedded their learning from each lesson. At the end of the majority of lessons, KS2 pupils are asked to reflect on their own or their peers learning journey for that lesson and set themselves a next step (See Feedback policy). KS2 pupils are also encouraged to track their own learning steps through the use of the 'I Can' statements in the back of their books (Maths, English, Reading and Science). KS2 and in particular KS1 children are encouraged to reflect on their learning through discussions with adults whenever possible as this has been shown to have the greatest impact.

***For teachers:** In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.*

How do we do this at Minsterley? At Minsterley, the daily use of Learning Objective enable teachers to understand each child's performance on a daily basis. These learning objectives often feed into the 'I Can' statements in the back of pupils' books to create a big picture of each individual child's learning journey. This process and the other forms of formative assessments (mentioned above) enables teachers to quickly and regularly adapt their planning and teaching, to meet the needs of individual pupils to support, consolidate, or extend the learning as appropriate, ensuring progress in the learning.

- 2. For parents:** When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.*

How do we do this at Minsterley? At Minsterley school, we report to parents at parents' evenings in the Autumn and Spring terms. At the end of the academic year a formally written report is sent to parents. In

addition to this parents of SEND children have the opportunity to attend an additional parents' evening. We also encourage informal home/school communication via telephone calls, Classdojo, face to face meetings and via the home / school communication book. At the beginning and end of each day the Headteacher and Deputy Headteacher are available on the playground to encourage and set up any additional communication between parents and teachers regarding assessment if required.

3. ***For school leaders:*** *In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.*

How do we do this at Minsterley? As part of our regular 'Book Looks' and Learning walks school leaders and subject leaders will check that staff are carrying out effective formative assessments. Also staff will be provided with the opportunity to moderate theirs and others' assessments both within our setting (during staff meetings) and with other schools.

Text above adapted from *Final report on Assessment without Levels Sept 2015* Chaired by John McIntosh CBE pg19

The principals of in-school formative assessment₂

When using formative assessment, our teachers consider -

- a) What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?*
- b) How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to improve?*
- c) How will I ensure pupils understand the purpose of this assessment and can apply it their own learning?*
- d) How will I ensure my approaches to assessment are inclusive of all abilities?*

e) How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?

f) What follow up action should I take to plug gaps in knowledge and understanding or support progression where learning is secure?

g) Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

² The above text directly reproduced from *Final report on Assessment without Levels Sept 2015* Chaired by John McIntosh CBE pg22

In-school Summative assessment (See Appendix 1)

Summative assessment is used at Minsterley to bring all of the professional, formative judgements of a term / year together. These take the form of half-termly and termly tests (see Appendix?)

The primary purposes of in-school summative assessment 3

For pupils: *In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.*

How do we do this at Minsterley? At Minsterley, we complete summative tests at the end of units/half termly or termly depending on the subject (See Appendix 1). We report the results back to the pupils, highlighting what they did well and what they needed to do to improve. This is used to set new targets using the 'I Can' statements in the back of pupil's books if deemed appropriate.

For parents and Governors: *In-school summative assessments can be reported to parents to inform them about achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.*

How do we do this at Minsterley? At Minsterley, we report end of year summative assessment to parents via end of year reports but where appropriate, teachers may report assessment outcomes to parents at end of term intervals. It also informs governors of progress being made in certain subjects and year groups.

For teachers: In-school summative assessments enables teachers to evaluate both pupil learning at the end of an instructional unit / period and the impact of their own teaching. Both of these purposes help teachers to plan for subsequent teaching and learning.

How do we do this at Minsterley? At Minsterley, we analyse the results from end of unit/term tests to identify pupil's strengths and weaknesses, and inform future planning. End of year results are passed up to the receiving teachers, so they can plan to address misconceptions and deepen learning. These results are also recorded on our school tracking system which all teachers, SENCO and SLT have access to.

For school leaders: In school-summative assessments enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

How do we do this at Minsterley? At Minsterley school leaders analyse the data from each cohort using our own school tracking system on a termly basis, highlighting individual or groups of children who require further support. This data will also be utilised alongside the day to day formative assessments teachers make. This summative data will also be used to monitor progress and attainment to inform the School Development Plan. This data is also used to inform discussions about every child during pupil progress meetings which are held termly with the headteacher, SENCO and class teacher.

3 Text above adapted from *Final report on Assessment without Levels Sept 2015* Chaired by John McIntosh CBE pg20

The principals of in-school summative assessment⁴

When using formative assessment, our teachers consider -

- a) Who will use the information provided by this assessment?*
- b) Will it give them the information they need for their purposes?*
- c) How will it be used to support broader progress, attainments and outcomes for pupils?*
- d) How should the assessment outcomes be reported to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future?*

e) How should the assessment outcomes be communicated to parents and Governors to ensure that they understand what the outcomes tell them about their child's attainment, progress and improvement needs?

f) How should the assessment outcomes be recorded to allow the school and Governors to monitor and demonstrate progress, attainment and wider outcomes.

4 Above text directly quoted from *Final report on Assessment without Levels Sept 2015* Chaired by John McIntosh CBE pg23

Nationally standardised summative assessment

Nationally standardised summative assessment currently takes place in two identified year groups in school -

- National Curriculum tests in Reading, Maths (arithmetic and reasoning) and GPS (Grammar, punctuation and Spelling) at the end of Key Stage 1 - Year 2
- National Curriculum tests in Reading, Maths (arithmetic and reasoning) and GPS (Grammar, punctuation and Spelling) at the end of Key Stage 2 - Year 6
- National Multiplication Tables check will commence during the academic year 2019-2020 at the end of Year 4
- There is also a Phonics screening test in Year 1, which assesses pupils' phonetic knowledge.
- EYFS profile assessment.

The primary purposes of nationally standardised summative assessment 5

For pupils, parents and Governors: Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally. It also provides parents with information on how the school is performing in comparison to schools nationally. This allows parents to hold schools to account.

How do we do this at Minsterley? At Minsterley, we report the results to parents in the end of year reports in Years 2 and 6. The phonics test is also reported at the end of Year 1. Cohort results are also published on our website.

For teachers, school leaders and school governors: Nationally standardised summative assessments helps teachers understand national expectations and

assess their own performance in the broader national context. For school leaders and governors it enables them to benchmark their school's performance against other schools locally and nationally, and make judgements about school's effectiveness.

How do we do this at Minsterley? At Minsterley we use the KS1 nationally standardised summative assessments to identify individual strengths and weaknesses and inform future planning for subsequent work. This data also enables Key Stage 1 teachers and Headteacher to identify strengths and weaknesses in the delivery of the curriculum by identifying trends.

5 Text above adapted from *Final report on Assessment without Levels Sept 2015* Chaired by John McIntosh pg21

Assessment of the Core Areas of Learning at Minsterley

Assessment of Reading at Minsterley

- Each term, teaching staff will report the progress and attainment of individual pupils on our own school tracking system based on their formative assessments and the following summative assessments:

In Years 1-6;

- Termly PiRA Standardised reading assessment.
- Half termly STAR Reader test (Accelerated Reader).
- Accelerated Reader Quizzes linked to personal reading.
- Formative assessments
- Tracking evidence in work through the use of 'I Can' statements in the back of pupils' books in line with the National Curriculum.

Assessment of Writing

From Years 1 to 6 the assessment of writing is achieved by;

- 1) Each term, teaching staff will report the progress and attainment of individual pupils' progress on our own school tracking system based on their formative assessments and the outcomes from at least two half-termly 'Time to Shine' pieces of writing.

Pupils complete an independent extended written piece of work (Time to Shine) at least twice each half term - in order that 12 will be produced over the academic year. This work will be completed in their English book and tabbed with a yellow tab. The pieces of writing are assessed using a

paper version of statements linked to the National Expectations for that year group (see back of pupil books). When considering each statement we indicate when the children achieve each particular National Curriculum statement by writing the date linked to the piece of independent writing which shows the evidence required to meet that particular statement.

Assessment of Grammar, Punctuation and Spelling (GPS)

Each term, teaching staff will report the progress and attainment of individual pupils' progress in GPS on our own school tracking system based on their formative and summative assessments.

In Year 1 the assessment of grammar, punctuation and spelling is achieved through:

- Speaking and listening activities
- Progress through Letters and Sounds programme (See Appendix 1), this continues to be tracked beyond Year 1 until the programme has been completed. See pupil phonic tracking books.
- Other formative assessments e.g. weekly spelling tests.
- Evidence in books through the use of the Learning Objective and the 'I Can' statements for grammar, punctuation and spelling in the back of pupils English books.

In Year 2 and Year 6, the assessment of grammar, spelling and punctuation is achieved through;

- Completing previous SATS papers.
- Formative assessments e.g. weekly spelling tests
- Evidence in books through the use of the Learning Objective and the 'I Can' statements for grammar, punctuation and spelling in the back of pupils books.

From Years 3 to Year 5, the assessment of grammar, spelling and punctuation is achieved through;

- Termly NFER Standardised Grammar and punctuation test.
- Termly NFER Standardised Spelling test.
- Formative assessments e.g. weekly spelling tests

- Evidence in books through the use of the Learning Objective and the 'I Can' statements for grammar, punctuation and spelling in the back of pupils books.

Assessment of Maths at Minsterley

- Each term, teaching staff will report the progress and attainment of individual pupils in maths using our own school tracking system based on their formative assessments and summative assessments:

Years 1 to 6:

- Termly, PUMA Standardised Maths test.
- Formative assessments (times tables tests, number bonds tests, independent mathematical investigations)
- Test Base Arithmetic Tests (at least 3 per Term) for Year 3 upwards
- White Rose Maths Hub end of unit assessments or Busy Ants End of unit maths test.
- Evidence in books through the use of the Learning Objective and the 'I Can' statements for maths in the back of pupils' books.

Assessment of Science at Minsterley

- Each term, teaching staff will report the progress and attainment of individual pupils in science using our own school tracking system based on their formative and summative assessments.
- Teaching staff will use the 'Progression in planning, carrying out and reviewing (plan, do, review) an investigation' sheet to record children's ability to work scientifically across 3 independent investigations over each academic year. This sheet is kept in the back of pupils' science books.
- Pupils and teachers will track pupils' progress through dating and highlighting the science 'I Can' statements also found in the back of pupils science books. Highlighted in the following colours; Pink = Autumn Term, Yellow = Spring Term, Green = Summer Term when there is evidence to support that the pupil has met that National Curriculum statement.

Assessment within Early Years at Minsterley Primary

Within the first few weeks of joining us at Minsterley school, Reception children will be assessed through the Early Excellence Baseline assessment, which is carried out predominantly through the observation of children while they work and play. Results from these assessment are used to inform planning, set targets and aid early identification of special needs.

Thereafter children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. Pupils will be assessed using the Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's ongoing observations and assessments in the following areas:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and Thinking critically

Each child's developments and achievements are recorded in their individual Profile and on Tapestry. There are 17 ELG (early learning goals) descriptors, together with a short narrative describing the child's three characteristics of effective learning. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging). These assessments are used to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents.

Records are kept in many ways. These include:

- EYFS profile
- Tapestry
- Progress through Letters and Sounds programme (See Appendix 1)
- Other formative assessments e.g. weekly spelling tests
- Teacher's plans and notes
- Children's work/ books
- Each term, teaching staff will report the progress and attainment of individual pupils' progress in the 'Prime areas of learning' and in the 'Specific areas of learning (see above) using iTrack based on their formative and summative assessments.

Assessment of SEND pupils at Minsterley Primary

At Minsterley school all SEND children receive additional assessments which are administered by either Mrs Anderson (LSAT) or Mrs Ward (SEND teacher). These assessments usually take the form of standardised diagnostic tests specifically used to investigate an identified issue. A report is written and shared with teachers and parents. Recommendations are then incorporated into the child's provision map.

Recording Assessments within School

From Autumn 2018, Minsterley school records pupils' assessments through the use of our own assessment tracking system. Teachers use both formative and summative assessment data to make a judgement on pupils' attainment on a termly basis (3 assessment points). The judgements to be made are:

- **PKF** = **Below** National Standard for the year group
- **WTS** = **Working** towards National Standard for the year group
- **EXS** = **At** the National Standard for the year group
- **GDS** = **Above** National Standard for the year group

Assessing Progress without levels

The basis of measuring progress over 12 months is:

This system is applicable for Years 2 to 6. Using Year 3 as an example.

Start of the 12 month period.	End of the 12 month period.	Progress made	Code
Year 2 at National Standard for Year 2.	Year 3 below National Standard for Year 3	Weak progress	-1
Year 2 at National Standard for Year 2	Year 3 working towards National Standard for Year 3	Below expected progress	-1
Year 2 at National Standard for Year 2	Year 3 at National Standard for Year 3	Expected progress	0
Year 2 at National Standard for Year 2	Year 3 above National Standard for Year 3	Good progress	1

This system is also applied when looking at progress from term to term.

Year 1 progress is assessed as follows using maths as an example:

Start of the 12 month period.	End of the 12 month period.	Progress made	Code
Met (2) ELG for number	Year 1 below National Standard for Year 1	Weak progress	-1
Met (2) ELG for number	Year 1 working towards National Standard for Year 1	Below expected progress	-1
Met (2) ELG for number	Year 1 at National Standard for Year 1	Expected progress	0
Met (2) ELG for number	Year 1 above National Standard for Year 1	Good progress	1

Not met (1) ELG for number	Year 1 working towards National Standard for Year 1	Expected progress	0
Exceeded (3) ELG for number	Year 1 above National Standard for Year 1	Expected progress	0

It is important to understand that this system is using two different assessment systems (ELG for Reception and National curriculum expectations for Year 1) so is only used as a guide.

Pupils in Year R are assessed within the first few weeks through Early Excellence baseline assessment. At the end of the Year R the children are also assessed against the Early Years Foundation Stage Profile (EYFSP). Minsterley School will continue to use the assessment as a measure of attainment at the end of Year R if required. The school use iTrack to measure pupils' progress from the start of Year R to the end of Year R.

The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate assessment strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching and assessment strategies in the light of health and safety regulations;
- monitor how effective teaching, learning and assessment strategies are in terms of raising pupil attainment and progress;
- ensure that staff development and performance management policies promote good quality teaching and assessment;
- monitor the effectiveness of the school's teaching, learning and assessment through the school self-review processes. These include analysing assessment data and contributing to and analysing the School Self-Evaluation Form, analysing lesson and book monitoring, involvement in Performance Management and reading the termly headteacher's reports.
- attend appropriate governor training

The role of parents

At Minsterley Primary School we believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about how their children are learning by:

- holding parents' evenings
- sending formal written reports home
- sharing 'I Can' statements with parents
- Children writing targets in home/school book if required to share with parents (sharing the learning journey)
- attend SEND parents' evenings and LSAT meetings if required to
- attend Early Help Partnership meetings if required to
- attend Looked After Children reviews and PEP meetings if required to
- informal chats at the end of the day
- Use of Class Dojo message system

Appendix 1 - Summative Assessment

Assessment	Year Group	Test/Scale	How often?	Completed in/Filed away	Purpose
New Baseline Assessment (Summative)	R	'Early Excellence' (Observation based)	Autumn 1	- Paper and on-line copy	- Pupil target setting - Inform future planning - Use evidence for iTrack.
Early Years Foundation Stage Profile (EYFSP) (Formative)	R	EYFSP (Observations)	Termly	- Paper copy - Tapestry	- Pupil target setting - Inform future planning - Use evidence for iTrack.
Letters & Sounds Assessment	R, Y1& Y2	Letters & Sounds Learning Record (Motivation in learning Ltd)	Daily	- booklet	- Pupil target setting - Inform future planning - Evidence for EYFSP
Phonic Progress	Y1 & some Y2	Assessing children's progress towards passing Phonic Screening test (applicable to those Y2 children who have not yet passed)	Half termly	- School tracking system	- Pupil target setting - Inform future planning - Evidence for EYFSP
Phonics Test	R	National Phonic Screening Test	- End of summer term (after Y1 phonic screening test)	- School tracking system	- Pupil target setting - Informs next teacher - Informs provision maps for subsequent year.
Maths 1 (In-school formative)	Yr 1 to 6	- White Rose Maths Hub or Busy Ants unit tests	- End of unit	- Teacher mark book	- Pupil target setting - Inform future planning - Use evidence for school tracking system
Maths 2 (In-school summative)	Yr1 to 6	- PUMA (Standardised)	- Termly	- School tracking system	- Inform future planning - Use test to inform overall school tracking judgement
Maths 3 (Formative)	Yr 3 to 6	- Arithmetic Tests	- at least three per term	Teacher mark book	- inform future planning - Use evidence for school tracking system
Maths 4 (Formative)	Y2 to Y6	- Times Tables Tests (Times Tables Rock Stars paper tests)	3 per week	Teacher mark book	- Times Tables Rock Stars tracking online - Use evidence for school tracking system
Maths 5 (Formative)	Y1 to Y6	- I can statements	Daily	Back of pupil's maths books	- set pupil targets - inform future planning - use evidence for school tracking system
Maths 6	R	- Observations	- Ongoing	Tapestry	- set pupil targets

(Formative)				EYFS profile I can statements	- inform future planning - use evidence for iTrack
Writing 1	Y1 to Y6	- Time to Shine (independent extended writing) - Date I can statements back of pupil's book	4 per Term (2 fiction, 2 non-fiction)	Pupil's English books, tabbed.	- set pupil targets - inform future planning - use evidence for school tracking system
Writing 2	R	- observations	- Ongoing	- Tapestry EYFS profile	- set pupil targets - inform future planning - use evidence for iTrack
Reading 1 (In-school summative)	Y1-6	PIRA (Standardised)	- Termly	School tracking system	- set pupil targets - inform future planning - part of evidence to inform school tracking judgement.
Reading 2	Y1 - Y6	Accelerated Reader STAR test	- Half termly	Online	- set pupil targets - inform future planning - part of evidence to inform school tracking judgement.
Reading 3	YR Y1	Accelerated Reader Early Literacy	- Half termly	Online	- set pupil targets - inform future planning - part of evidence to inform iTrack/school tracking system judgement.
Reading 4	Y1 - Y6	Accelerated Reader Quizzes linked to personal reading	- As required	Online	- set pupil targets - inform future planning - part of evidence to inform school tracking judgement.
Reading 5 (formative)	Y1 to Y6	- I can statements		Back of pupils reading or English books	- set pupil targets - inform future planning - use evidence for school tracking system
Spellings 1	R to Y6	Reception spellings link to Letters & Sounds Y1 - Y6 spelling test linked to Rising Stars Scheme	- Weekly	- Homework books - Teacher tracks using own system	- Class teacher use own tracking system
Spellings 2 (Summative)	Y2 & Y6	Past SATS papers	- Termly	- school tracking system	- set pupil targets - inform future planning - use evidence for school tracking system
Spellings 3 (Summative)	Y3, Y4, Y5	NFER Spelling (Standardised)	- Termly	- school tracking system	- set pupil targets - inform future planning - use evidence for school tracking system

GPS	Y2 & Y6	Past SATS papers	- Termly	- school tracking system	- set pupil targets - inform future planning - use evidence for school tracking system
GPS 2 (In-school summative)	Y3 to Y5	NFER GPS (standardised)	- Termly	- school tracking system	- set pupil targets - inform future planning - use evidence for school tracking system
GPS 3 (Formative)	Y1 to Y6	- I can statements		Back of pupils English books	- set pupil targets - inform future planning - use evidence for English iTrack
Science 1 (In-school summative)	Y1 to 6??	- Investigation tick sheet	1 assessed independent investigation per term.	Back of pupils Science books	- Set pupil targets - Inform future planning
Science 2 (Formative)	Y1 to 6	- I can statements		Back of pupils Science books	- Set pupil targets - Inform future planning