

Special Educational Needs and Disability (SEND) policy

Adopted: Autumn 2023

Next review: annually, unless any changes are required prior to this

This policy should be read alongside the SEND Information Report and our Equality Policy and Accessibility Plan

Sphere Federation aims and ethos

We want each of our schools to be **a happy and healthy place to learn** (St James' CE Primary: **a happy and healthy place to achieve and believe**). This is for all pupils, including those with special educational needs and disabilities (SEND).

To do this, we:

- ☛ foster a safe and caring community
- ☛ understand and respect diverse values, languages, religions and traditions
- ☛ provide a stimulating, creative, broad and balanced curriculum
- ☛ develop enquiring minds
- ☛ celebrate achievements
- ☛ develop skills and knowledge for a rapidly changing world
- ☛ encourage positive choices, whether academic, physical, social, or emotional
- ☛ provide equality of opportunity within an inclusive community
- ☛ nurture social, moral, spiritual and cultural values
- ☛ promote positive parental and community involvement

These specific aims apply very much to supporting pupils with SEND and their parents/carers. For example:

- ☛ foster a safe and caring community – *those with SEND might benefit even more from a community that is safe and caring*
- ☛ provide a stimulating, creative, broad and balanced curriculum; develop enquiring minds; celebrate achievements – *we commit to a broad and balanced curriculum for all children that is not narrowed unnecessarily, including those with SEND, so that their engagement and curiosity (enquiring minds) can be nurtured and so that we can celebrate their achievements across a wide range of subjects and contexts*
- ☛ provide equality of opportunity within an inclusive community – *we want all our children to enjoy and achieve to their full potential*
- ☛ promote positive parental and community involvement – *we value the involvement of parents in supporting the education of children with SEND*

Legislative compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for parents or carers and children with reference to the following guidance and documents:

- ☛ SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001), January 2015
- ☛ Ofsted Section 5 Inspection Framework, September 2021
- ☛ Ofsted SEN Review 2010: 'A statement is not enough'
- ☛ Equality Act 2010
- ☛ Children and Families Act 2014

This policy relates to all three schools in Sphere Federation: Scholes (Elmet) Primary; St James' CE Primary; and Moortown Primary. The SENDCos, with responsibility for Special Educational Needs and Disability (SEND), are:

- ☛ Scholes (Elmet) Primary: Karen Hague
- ☛ St James' CE Primary: Karen Hague
- ☛ Moortown Primary: Clare Weekes

Within Sphere Federation we have an inclusive ethos and work in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children. We assess their attainment, progress and needs regularly and put support in place at the earliest possible stage where needed.

We use the Department for Education's definition of what Special Educational Needs (SEN) is:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of educational facilities.*

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools or by relevant early years providers.

Each school is required to detail provision that they offer for all pupils; this is shown in detail in the following policy. There is also a local offer from Leeds which can provide families with more support.

The [Leeds Local Offer](#) signposts services and information for families, children and young people with SEN and disability aged 0 to 25 living in Leeds.

There is information about council, health and voluntary sector services. The site has been specifically designed to look for information from Facebook, YouTube, MeetUp and many other sources on the web. The Leeds Local Offer website pulls everything together in one place for you.

You can find more information at: <https://www.leeds.gov.uk/schools-and-education/support-for-pupils-with-send>

The role of the child

Every individual child and their learning is at the heart of all we do. With great teaching, support and guidance, we expect all children in our federation to achieve their full potential. The child's role is to participate as fully as they are able in the teaching and learning process. They should aim to listen carefully, contribute ideas and answers, try their very best in their independent learning and seek help when they need it.

Children should also follow the school rules. This applies to all children, all the time, although the wording/delivery of rules may change to support some children's understanding.

The role of the parent / carer

Parents are vital partners in the child's journey through school and are invited to attend review meetings of their child's progress. For example, this could be a parents' / carer's evening appointment or a meeting with the class teacher and the SENDCo, Clare Weekes or Karen Hague. Where the child has more complex needs, parents / carers are also invited to annual reviews which may involve other professionals. We expect parents / carers to engage with school and to support their child's learning at home. Central to this is hearing their child read on a daily basis, and helping with homework tasks such as our Talk Time homework.

The role of the teacher and teaching assistant

All our children are treated as individuals and the class teacher, alongside support staff, plan an appropriately differentiated curriculum for children. This ensures high quality teaching and learning with effective support and resources. When needed, we put in place targets, plans and appropriate provision to meet the additional needs of children with SEND. We review these regularly. Assessments are carried out to ensure children are on track to meet targets and that planning accurately addresses their needs. Progress and plans are regularly reviewed and evaluated to inform next steps.

Many staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEND. For example, we have staff who have developed high levels of expertise in the delivery of speech and language therapy and we run several groups to further language skills. High priority is given to the social and emotional wellbeing of our children; where possible, we offer nurture groups and 1:1 support for children who may benefit.

Staff ensure that their classrooms are stimulating and provide prompts and challenges for all pupils. Children with SEND may benefit from the 'learning wall' displays and the posters around class which remind them of spelling rules, writing genres, vocabulary etc.

The individual school or parents / carers should consider requesting an Education Health Care Plan (EHCP) assessment where despite purposeful and relevant action to identify, assess and meet SEND, the child has not

made expected progress. It is expected that there will be clear evidence of the action taken by the school as part of SEND support.

Education, health and care plan (EHCP)

An Education, Health and Care Plan (EHCP) is a legal document for an individual child or young person aged 0-25 years with special educational needs and disabilities (SEND), which sets out a description of their educational, health and social care needs and the provision that must be implemented in order to help them achieve key life outcomes. It also includes information about the child or young person's aspirations.

EHCPs bring together practitioners from different agencies to contribute to a single assessment and plan for the child or young person. In Leeds, the Special Educational Needs Statutory Assessment.

The majority of children and young people with SEND can have their needs met within their local mainstream school, early years setting, college or training provider through the setting's existing resources without the need for an EHCP.

The SEND Code of Practice sets out the statutory timescales for the EHC needs assessment and EHC plan development.

Assessments take around 20 weeks to complete. They focus on a child's educational needs and the support that they need to be able to learn. Typical stages are:

- 🕒 Making a decision: The local authority (LA) have up to six weeks to decide if your child needs an assessment. To do this, they hold a panel to discuss the child's needs and decide if an assessment is needed.
- 🕒 Making a decision at panel: The LA will decide if your child needs an assessment or not based on the evidence provided.
- 🕒 Gathering evidence: In the six weeks after the decision is made, if the LA think your child does need an assessment, they will gather any further evidence.
- 🕒 Writing a draft plan: Within twelve weeks of the request, if it is agreed that your child needs an education health and care plan (EHCP), the LA will start to write a draft. This can take between two and three weeks. The LA will send you a copy of the draft EHCP and you will have 15 days to respond in writing.
- 🕒 Right to request a meeting: Sixteen weeks from the initial request, if it is agreed that your child needs an education health and care plan (EHCP), you have the right to request a meeting.
- 🕒 Final version of the plan: Within 20 weeks of the request for an assessment, a final version of the plan must be available.

The role of school leaders

All SEND provision is overseen and managed by the SENDCo: Clare Weekes or Karen Hague. They are supported by the Head of Federation who has overall responsibility for assessment in school and therefore monitors the progress. Together, they monitor, review and evaluate all SEND provision on a regular basis throughout the year. They set high expectations for all pupils and staff.

The Governing Board have ultimate responsibility for SEND provision. They oversee how individual needs are being met and how SEND funding above £6,000 is being spent. Funding may, for example, be spent on additional services such as additional speech and language therapy, learning resources, Learning Mentor or Behaviour Support Worker for children who need this additional support.

Leaders ensure that the school's physical environment is as appropriate and accessible as possible, within the means and confines of the school building - see Accessibility and Equality policy.

The role of outside agencies

With the needs of the child at the heart of what we do, we may seek support from other agencies. This would be when we need specific or substantially greater help such as advice from Educational Psychologists, the School Nurse, SENIT (Special Educational Needs and Inclusion Team) or NEPAIP (North East Primary Area Inclusion Partnership). We work closely within two clusters, who can provide services such as Family Outreach Workers, Counselling and Therapeutic Services.

Arrangements for transition

We ensure smooth transition into any of our federation schools from the previous phase of education and from our schools into the next phase of education. We ensure timely and early planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, offer transition meetings to all pupils in receipt of additional SEN support and all those with Education Health Care Plans (EHCP). Pupils with EHCPs have next

phase placements and transition arrangements discussed at review meetings arranged by the SENDCo. Support for the pupil in coming to terms with moving on is carefully planned and may include familiarisation visits, transition meetings and counselling. Pupils are included in all class transition days to the next phase but may also be offered additional transition visits.

Pupils and parents are encouraged to consider all options for the next phase of education and the school involves outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. Parents are given a named contact at the next phase provider so that any liaison is open and shared.

Admission arrangements

No child is refused admission to any of the federation schools on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we do not discriminate against disabled children and we take all reasonable steps to provide effective educational provision.

We challenge all forms of discrimination through our Living and Learning curriculum and through direct teaching of protected characteristics.

Frequently asked questions from parents/carers

What do I do if I think my child may have special educational needs?

You should contact your child's teacher initially or arrange a meeting with the SENDCo, Clare Weekes or Karen Hague. We will listen carefully to concerns, open lines of communication and put appropriate plans in place. This may involve suggesting other professionals who might be able to help. Because we closely monitor every child's attainment and progress, it's likely that we will have already spoken to you about any concerns we have.

How will school support my child?

The class teacher will plan specific targets and the support needed to meet those targets. This is likely to include lots of extra practice of a specific aspect of learning over the course of the week as well as adapted tasks within lessons. An IEP (Individual Education plan) or ILSP (Individual Learning Support Plan) may be put in place. This will be overseen by the SENDCo and any other professionals involved with the child. Any alternative provision will be delivered by teachers and support staff and will be reviewed regularly by teachers and the SENDCo. Any plans or targets will be shared with you on a half termly basis.

How will the curriculum be matched to my child's needs?

As well as individual plans and targets, which would usually be delivered on a one-to-one basis, we make sure that all children have access to a curriculum which is adapted to challenge and meet individual needs. We might also group children so they access targeted support or specific resources together – this group work often helps with their learning and social needs.

How will I know how well my child is doing and how will you help me support my child's learning?

In addition to normal reporting arrangements, there are parent-teacher meetings and review meetings where there will be opportunities for you to discuss your child's progress with the class teacher. The SENDCo is available for further discussion and to support you with any concerns you may have. You can be involved in supporting your child's education in consultation with the class teacher. This may involve special homework tasks or reinforcement of classroom strategies in the home. We will always try to offer parent training or learning events to help this process and we welcome suggestions from you if there's anything else that you would like support with.

What support will there be for my child's overall well-being?

The schools in Sphere Federation have a caring and supportive ethos. We are inclusive schools. We make sure all our children have the highest levels of pastoral care possible. This support may include sessions with a Learning Mentor, who may plan programmes to meet the additional emotional and social needs of individual children. We have close partnerships with outside agencies. This ensures support is available for families who may need additional support.

All our staff are trained in child protection procedures and there are designated child protection staff in each school to ensure that all children are safe.

What specialist services and expertise are available or accessed by the school?

Our open-door policy ensures you can feel confident when you approach us with a problem. You can tell us your concerns and we will access a range of services to provide support. This may involve referral to targeted services such as counselling or family support. Where education is the issue, the SENDCo has access to specialists such as Educational Psychology, Speech and Language Therapists, SENIT (Special Educational Needs and Inclusion Team) and the STARS team (specialists in autism). We recognise the importance of early diagnosis and

intervention and have close links with the Early Years Team. Similarly, we work closely with the School Nurse, who is available to train staff when children have specific medical issues and links with many other support agencies.

What training are the staff supporting children with SEND having/had?

Our SENDCos have over 20 years of experience of working with children in schools and have specialised in SEND for a substantial part of this. In addition to this Karen Hague holds the Postgraduate Certificate in SEN Coordination.

Due to previous input from speech and language therapy, many staff have become trained and specialised in the development of speech and language groups and the delivery of individual programmes of study.

All our staff are skilled in behaviour management. Through in-house training and input from outside providers, we also have high levels of expertise in the understanding of behavioural difficulties and have robust systems in place to support and monitor children whose barriers to learning lie in this area.

Staff have attended extra training to support their own learning and have become specialised in areas of need such as phonics, dyslexia and specific learning support programmes.

How will my child be included in activities outside the classroom?

We ensure all children with SEND are able to access all activities and school trips enjoyed by their peers (although these may have to be adapted for those with specific needs). We consult with parents / carers when planning activities to ensure safety and inclusion when it will help meet the child's needs. Some children with complex needs will receive extra funding and this will be used where possible to employ staff on a one-to-one basis to promote independence but to also support inclusion at all times.

How accessible is the school?

An appropriate and accessible learning environment is provided within the confines of the buildings and is adapted where possible with additional funding if necessary. Most of the schools are accessible for wheelchairs but space in some classrooms at Moortown is severely limited. Children who need additional specific equipment and facilities will have their needs met to the best of our ability, sometimes through an application for additional funding.

How will your school help my child move on to the next phase of education?

Transition happens when your child moves into a new phase, eg from Early Years to Key Stage 1 or from primary school (Key Stage 2) to secondary school (Key Stage 3). Transition arrangements are firmly established in all three schools. You and your child, where appropriate, will be involved in any decisions made. Social and emotional support is planned to ensure all children make transitions smoothly and confidently; this support may vary from school to school depending on where your child is moving to.

How are school resources allocated and matched to the children's SEND needs?

The school is funded on a national formula per pupil. An additional amount of money, the notional budget, is put into schools to help meet the needs of children with special educational needs. The government recommend schools use the notional budget to pay for the first £6,000 worth of special educational provision. The school can apply for a 'top-up' if we feel that a child's needs are greater than what can be provided through this £6,000 block. We would use the additional funds to put appropriate support in place to meet the specific needs of your child. This may take the form of a one-to-one support worker to support the child to access a personalised timetable, develop independence and access all areas of the curriculum. However, do be aware that there are strict criteria for additional funding to be granted.

How is the decision made about what type and how much support my child will receive?

The SENDCo will take advice from all professionals involved with the child alongside the views of you and your child. The best possible package of support will be put in place. We will regularly monitor the support and update where necessary.

How are parents involved in the school and how can I be involved?

Parents are kept informed about teaching and learning through weekly whole-school news posts on the website, the news page for each class on the website, parent-teacher meetings and other events. We have learning workshops to show parents our methods of teaching phonics, reading and maths. Teachers are happy to meet with parents, often on a drop-in basis, to discuss ways to support your child at home. If you want to be more involved, you could consider joining the school's active PTA or the Governing Board.

How can I find more information?

If you're considering applying for a place, contact the individual school office, who will direct you to the SENDCo, Clare Weekes or Karen Hague, for further information and help with your application.

If you want to discuss something about your child, contact the class teacher in the first instance.

If you want information about other support services, the [Leeds Local Offer](#), visit the website or ask the SENDCo: Clare Weekes or Karen Hague.

You might find it helpful to look at some summaries of key policies on the school website.

What do I do if I'm not happy with the arrangements made for my child?

If you are not happy with any of the arrangements in place for your child, we would always recommend that you initially speak to the SENDCo in school. Our aim is to work together for the best outcomes for your child.

If a resolution is not possible, you may wish to follow the school's complaint procedure (Find Out page > Policies and other points > Complaints).

If you are unhappy with anything in relation to an Education, Health and Care (EHC) needs assessment or an EHC plan, please email sensap@leeds.gov.uk or call **0113 378 5256**.

In addition to the formal support processes set out above, parents and young people can seek advice and support from [Leeds SEND Information Advice Support Service](#) who will be able to offer support. You can call the Helpline on 0113 378 5020 or send an email to sendiass@leeds.gov.uk.

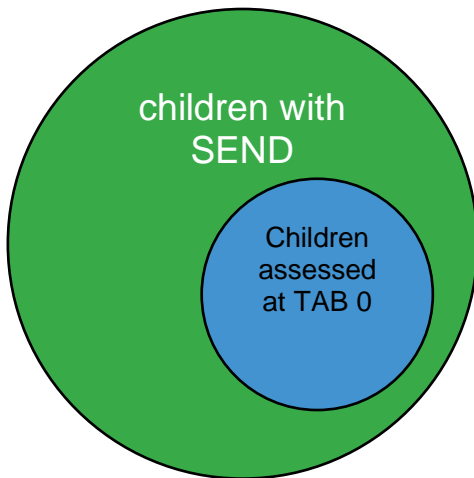
Special Educational Needs and Disability (SEND) policy: Appendix – assessing and recording attainment and progress

Note: This is not part of official policy as set out above.

Much of the content set out here is taken from 'Pre-key stage 2: pupils working below the national curriculum assessment standard' Standards and Testing Agency, 2020.

<https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance/key-stage-2-teacher-assessment-guidance#data-submission>

Teacher assessments are based on teacher assessment bands (TABs): 0,1,2,3,4,5,6. For all children, TABs are submitted towards the end of each term and are based on a prediction for the end of year.



All children assessed as TAB 0 are recorded as having SEND. However, other children with other specific needs will also be recorded as having SEND.

STA descriptions and codes	pre-key stage standard (PK1-4/6) or below (BLW)	working towards the expected standard (WTS)		working at the expected standard (EXS)		working at greater depth (GDS)	
TAB:	0	1	2	3	4	5	6
Sphere descriptions	pupil with SEND, working significantly below age-related expectations ↓	working towards age-related expectations ↓	working close to age-related expectations;	working just at age-related expectations; needs continued support and challenge to sustain	working securely at age-related expectations with little danger of 'slipping back'	working at greater depth standard; needs continued support and challenge to sustain	working securely at greater depth standard with little danger of 'slipping back'

TAB 1	<p>A pupil should be assessed as working at TAB 1 if (s)he can access the learning in the class if it is significantly differentiated and/or supported by an adult.</p> <p>For tests, the pupil does the chronologically age-appropriate test because they can score above the minimum (seek advice from Karen Hague, Sphere Federation Leader for SEND, or Clare Weekes, additional SENDCo)</p>
TAB 0	<p>A pupil should be assessed as working at TAB 0 if they are not able to access the majority of the learning in a particular subject in class even with significant support and/or differentiation.</p> <p>For tests, these children are given papers from an earlier year group or they simply don't do a test. On the Big Tracker, a score of 70 should be recorded. A note in the cell (and subsequent cells for the year) should be added:</p> <ul style="list-style-type: none"> what year group test did the pupil do and the score (the score added in the note, not in the white cell), or what pre-key stage standard (use the tables below to record this, and maintain this through the year for the child, and then submit to the school SENDCo at the end of the year) <p>Following data submission, the learning of children assessed at this level is reviewed in at least two PDMs each year. Books are moderated, alongside pre-key stage descriptors where applicable.</p>

The following screenshots help to show a hierarchy of teacher assessments:

Key stage 2	Pupils working at the standard of the national curriculum assessments	Pupils working below the standard of the national curriculum assessments and engaged in subject specific study	Pupils working below the standard of the national curriculum assessments and not yet engaged in subject-specific study	Other codes	Code	Description
					GDS	Working at greater depth
					EXS	Working at the expected standard
					WTS	Working towards the expected standard
					HNM	Has not met the expected standard
					PK6	Pre-key stage standard 6
English reading	Not applicable	PK1, PK2, PK3, PK4, PK5, PK6	EM	A	PK5	Pre-key stage standard 5
Mathematics	Not applicable	PK1, PK2, PK3, PK4, PK5, PK6	EM	A	PK4	Pre-key stage standard 4
					PK3	Pre-key stage standard 3
English writing	GDS, EXS, WTS	PK1, PK2, PK3, PK4, PK5, PK6	EM	A, L, F, P	PK2	Pre-key stage standard 2
					PK1	Pre-key stage standard 1
Science	EXS, HNM	HNM	HNM	A, L, F, P	EM	Working below the level of the national curriculum and not yet engaged in subject-specific study.

Where Reading and Maths show 'not applicable', this refers to the fact schools are not required to submit to the DfE teacher assessments at the end of KS2. However, for Sphere Federation internal data, GDS (TAB5, TAB6), EXS (TAB3, TAB4) and WTS (TAB2, TAB1) still apply.

Source:

<https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance/key-stage-2-teacher-assessment-guidance#data-submission>

Pre-key stage standards

The pre-key stage standards (PK1, PK2... PK6) are for Reading, Writing and Maths. They are set out by the Standards and Testing Agency for the statutory assessment of pupils who have reached the end of Year 6 with SEND who are working below the overall standard of the national curriculum tests and teacher assessment frameworks. They should be considered and attainment recorded on an individual basis.

If a pupil is working below the standard of these pre-key stage standards, their outcome should be reported using the **engagement model** (as above, seek advice).

Evidence

Teachers should base their judgements on a broad range of evidence, which will come from day-to-day work in the classroom and across all subjects (although a pupil's work in that subject alone may provide sufficient evidence). Teachers may also consider a single example of a pupil's work to provide sufficient evidence for multiple statements.

Teachers should be confident that pupils have met the standard(s) preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. A pupil's work which demonstrates a standard is met is sufficient to show that they are working above the preceding standards.

Assessment of pupils with disabilities

All schools are required to make reasonable adjustments for pupils with disabilities. Disability is defined in the Equality Act 2010 as a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. When teachers assess pupils against the 'pupil can' statements, they should base their judgements on what disabled pupils can do when those reasonable adjustments are in place (for example, reducing anxiety by providing a quiet study space, or allowing more time to process instructions).

Moderation

As set out above: following data submission, the learning of children assessed at this level is reviewed in at least two PDMs each year. Books are moderated, alongside pre-key stage descriptors where applicable.

For quality assurance, judgements made using the pre-key stage standards will also be moderated across Sphere Federation schools.

Reading

When assessing attainment and progress, consider other achievements and learning (exc end of KS2 assessments).

Standard 1	Yr	Tm
Language comprehension		
In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):		
<ul style="list-style-type: none"> indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?' 		
<ul style="list-style-type: none"> show anticipation about what is going to happen (e.g. by turning the page) 		
<ul style="list-style-type: none"> join in with some actions or repeat some words, rhymes and phrases when prompted 		
Standard 2	Yr	Tm
Word reading		
The pupil can:		
<ul style="list-style-type: none"> say a single sound for 10+ graphemes 		
<ul style="list-style-type: none"> read words by blending sounds with known graphemes, with help from their teacher 		
Language comprehension		
In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):		
<ul style="list-style-type: none"> demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' 		
<ul style="list-style-type: none"> join in with predictable phrases or refrains 		
Standard 3	Yr	Tm
Word reading		
The pupil can:		
<ul style="list-style-type: none"> say a single sound for 20+ graphemes 		
<ul style="list-style-type: none"> read accurately by blending the sounds in words with two and three known graphemes 		
Language comprehension		
In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):		
<ul style="list-style-type: none"> respond to questions that require simple recall 		
<ul style="list-style-type: none"> recount a short sequence of events (e.g. by sequencing images or manipulating objects) 		
Standard 4	Yr	Tm
Word reading		
The pupil can:		
<ul style="list-style-type: none"> say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes 		
<ul style="list-style-type: none"> read accurately by blending the sounds in words with up to five known graphemes 		
<ul style="list-style-type: none"> read some common exception words 		
<ul style="list-style-type: none"> read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence 		
Language comprehension		
In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):		
<ul style="list-style-type: none"> talk about events in the story and link them to their own experiences 		
<ul style="list-style-type: none"> retell some of the story 		
At KS1, pre-key stage standards are from PK1 to PK4. The standards below match KS1 Teacher Assessment Frameworks.		
Standard 5 (working towards the KS1 expected standard)	Yr	Tm
Word reading		
The pupil can:		
<ul style="list-style-type: none"> read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes 		
<ul style="list-style-type: none"> read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs) 		
<ul style="list-style-type: none"> read many common exception words 		
In a book closely matched to the GPCs as above, the pupil can:		
<ul style="list-style-type: none"> read aloud many words quickly and accurately without overt sounding and blending 		
<ul style="list-style-type: none"> sound out many unfamiliar words accurately 		
Language comprehension		
In a familiar book that is read to them, the pupil can:		
<ul style="list-style-type: none"> answer questions in discussion with the teacher and make simple inferences 		
Standard 6 (working at the KS1 expected standard)	Yr	Tm
Word reading		
The pupil can:		
<ul style="list-style-type: none"> read accurately most words of two or more syllables 		
<ul style="list-style-type: none"> read most words containing common suffixes 		
<ul style="list-style-type: none"> read most common exception words 		
In age-appropriate books, the pupil can:		
<ul style="list-style-type: none"> read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (<i>approximately</i> 90 words per minute is a good indicator of sufficient fluency for a pupil learning to read) 		
<ul style="list-style-type: none"> sound out most unfamiliar words accurately, without undue hesitation 		
Language comprehension		
In a book that they can already read fluently, the pupil can:		
<ul style="list-style-type: none"> check it makes sense to them, correcting any inaccurate reading 		
<ul style="list-style-type: none"> answer questions and make some inferences 		
<ul style="list-style-type: none"> explain what has happened so far in what they have read 		
Following Standard 6: working within Year 3 age-related expectations		

Writing

When assessing attainment and progress, consider other achievements and learning (exc end of KS2 assessments).

Use judgement about whether pupil has met the standard overall; a particular weakness does not prevent accurate judgement.

Standard 1	Yr	Tm
The pupil can:		
Composition		
<ul style="list-style-type: none"> say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach') 		
Transcription		
<ul style="list-style-type: none"> draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand) 		
Standard 2	Yr	Tm
The pupil can:		
Composition		
<ul style="list-style-type: none"> say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot') 		
Transcription		
<ul style="list-style-type: none"> form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading identify or write these 10+ graphemes on hearing corresponding phonemes 		
Standard 3	Yr	Tm
The pupil can:		
Composition		
<ul style="list-style-type: none"> make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences write a caption or short phrase using the graphemes that they already know 		
Transcription		
<ul style="list-style-type: none"> form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading identify or write these 20+ graphemes on hearing the corresponding phonemes spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot) 		
Standard 4	Yr	Tm
The pupil can:		
Composition		
<ul style="list-style-type: none"> make up their own sentences and say them aloud, after discussion with the teacher write down one of the sentences that they have rehearsed 		
Transcription		
<ul style="list-style-type: none"> form most lower-case letters correctly identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) spell a few common exception words (e.g. I, the, he, said, of) 		
At KS1, pre-key stage standards are from PK1 to PK4. The standards below match KS1 Teacher Assessment Frameworks.		
Standard 5 (working towards the KS1 expected standard)	Yr	Tm
Composition		
The pupil can, after discussion with the teacher:		
<ul style="list-style-type: none"> write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops 		
Transcription		
The pupil can:		
<ul style="list-style-type: none"> segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words 		
Standard 6 (working at the KS1 expected standard)	Yr	Tm
Composition		
The pupil can, after discussion with the teacher:		
<ul style="list-style-type: none"> write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly demarcate most sentences in their writing with capitals and full stops, and use question marks correctly when required use present and past tense mostly correctly and consistently use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses 		
Transcription		
The pupil can:		
<ul style="list-style-type: none"> segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others spell many common exception words* form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters 		
Following Standard 6: working within Year 3 age-related expectations		

Maths

When assessing attainment and progress, consider other achievements and learning (exc end of KS2 assessments).

Standard 1	Yr	Tm
The pupil can:		
<ul style="list-style-type: none"> demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity) 		
<ul style="list-style-type: none"> distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects 		
<ul style="list-style-type: none"> demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil) 		
Standard 2	Yr	Tm
The pupil can:		
<ul style="list-style-type: none"> identify the big or small object from a selection of two 		
<ul style="list-style-type: none"> sort objects according to a stated characteristic (e.g. group all the balls together, sort the shapes into triangles and circles) 		
<ul style="list-style-type: none"> say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher) 		
<ul style="list-style-type: none"> demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked 		
<ul style="list-style-type: none"> copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.) 		
Standard 3	Yr	Tm
The pupil can:		
<ul style="list-style-type: none"> identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10. 		
<ul style="list-style-type: none"> demonstrate an understanding that the last number counted represents the total number of the count 		
<ul style="list-style-type: none"> use real-life materials (e.g. apples) to add and subtract 1 from a group of objects and indicate how many are now present 		
<ul style="list-style-type: none"> copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.) 		
Standard 4	Yr	Tm
The pupil can:		
<ul style="list-style-type: none"> read and write numbers in numerals from 0 to 9 		
<ul style="list-style-type: none"> demonstrate an understanding of the mathematical symbols of add, subtract and equal to 		
<ul style="list-style-type: none"> solve number problems involving the addition and subtraction of single-digit numbers up to 10 		
<ul style="list-style-type: none"> demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$) 		
<ul style="list-style-type: none"> demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$) 		
<ul style="list-style-type: none"> demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$) 		
<ul style="list-style-type: none"> demonstrate an understanding that the total number of objects changes when objects are added or taken away 		
<ul style="list-style-type: none"> demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away 		
<ul style="list-style-type: none"> count to 20, demonstrating that the next number in the count is one more and the previous number is one less 		
<ul style="list-style-type: none"> recognise some common 2-D shapes 		
At KS1, pre-key stage standards are from PK1 to PK4. The standards below match KS1 Teacher Assessment Frameworks.		
Standard 5 (working towards the KS1 expected standard)	Yr	Tm
The pupil can:		
<ul style="list-style-type: none"> read and write numbers in numerals up to 100 		
<ul style="list-style-type: none"> partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources (e.g. base 10 apparatus) to support them 		
<ul style="list-style-type: none"> add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$) 		
<ul style="list-style-type: none"> recall at least four of the six number bonds for 10 ($0 + 10$, $1 + 9$, $2 + 8$, $3 + 7$, $4 + 6$, $5 + 5$) and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$) 		
<ul style="list-style-type: none"> count in twos, fives and tens from 0 and use this to solve problems 		
<ul style="list-style-type: none"> know the value of different coins 		
<ul style="list-style-type: none"> name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres) 		
Standard 6 (working at the KS1 expected standard)	Yr	Tm
The pupil can:		
<ul style="list-style-type: none"> read scales (in the form of a number line or a practical measuring situation) in divisions of ones, twos, fives and tens 		
<ul style="list-style-type: none"> partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus 		
<ul style="list-style-type: none"> add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$) 		
<ul style="list-style-type: none"> associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$) 		
<ul style="list-style-type: none"> recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary 		
<ul style="list-style-type: none"> identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole 		
<ul style="list-style-type: none"> use different coins to make the same amount 		
<ul style="list-style-type: none"> read the time on a clock to the nearest 15 minutes 		
<ul style="list-style-type: none"> name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry 		
Following Standard 6: working within Year 3 age-related expectations		