



Villa Real School
together we achieve

Assessment Policy

2024

Responsibility: Sam Dawson

Date: February 2024

Signed and Adopted by the Governing Body:

Chair of Governors

Date: 04.03.24

Date to be reviewed: February 2026

RATIONALE

Assessment at Villa Real School is continuous and looks at the whole REAL curriculum. Assessment is during and after learning and to ensure and assure progress for all. Assessment starts at each child's unique starting point. Our assessment schedule focuses on moving our pupils/students onto the next stage of their learning and moving between key stages and pathways; and for life beyond school.

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool used by the school to raise attainment and accelerate progress.

Regular feedback given to pupils/students on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Pupils are encouraged to self-evaluate where they can and as students mature may be involved in a range of peer and group feedback. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupil's/student's learning styles, attainment, progress and the next steps in their learning. Assessment assesses recall and memory within each area of the REAL curriculum. By reporting to parents/carers informally, at parents' evenings, during CTM/TAFs in EHCP reviews, and in a written report at the end of the year, teachers and parents/carers work together to raise the standards of our pupils/students. REAL objectives linked to the EHCP are reviewed termly but monitored continuously over the year. REAL targets are aligned with LA new approaches to a stepped response to EHCP targets.

Detailed analysis of assessment information plays a crucial role in School Self Evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole School level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the Governors to have a clear understanding of the performance of the school and to challenge and support as required. Subjects are RAGGED regarding progress as well as any other issues to inform if there is a greater need for Governor challenge or support re additional resourcing.

The school has a detailed Quality Assurance monitoring calendar which details all assessments. This is reviewed annually and is supported by an Annual Schedule of External Assessment dates. See Appendix 1.

REAL Assessment at Villa Real School

Regulation – Physical and sensory

	Measure	Evaluated by	When
NHS OT programmes	Objectives written in EHCPs	OT/class staff/SENCo	EHCP Weekly visits by OT
Future Steps OT	Programmes written and evaluation after each session	OT/class staff/SENCo	Impact reports after each session Termly review by OT
Hydrotherapy	Objectives written by physios	Class staff/physios/SENCo	EHCP Weekly visits by Physio
Rebound	Objectives written by physios	Rebound staff/physios/SENCo	EHCP Weekly visits by Physio
Sensory room	Objectives written by VI Team and class staff	Class staff/VI staff/SENCo	EHCP, half term visit by Sensory Support, Evidence by class staff after each session
CE	Targets evaluated by CE staff	CE lead	Targets monitored and evaluated by CE team weekly
VI/HI/MSI sessions	Objectives written by Specialist Teaching staff	Evaluated by Sensory Support/SENCo	EHCP/half termly visits, weekly sessions with HLTA
Soft play	Communication targets	Class staff	Ongoing
TACPAC	Monitoring of progress through scheme	Class staff	Ongoing
PE /swimming lessons	Progress within subject	Class staff/Subject coordinator	B squared
Music lesson	Progress within subject	Class staff/Subject coordinator	B squared

Emotional well-being

	Measure	Evaluated by	When
pupil wellbeing	Progress of any mentoring sessions	Resilience team	As required by programme Calendar of drop-down days
LDCamhs	Objectives set in CAMHS reports	Class staff/SENCo	EHCP/TAFs
PSHCE	Progress in curriculum studies	Class staff/Subject coordinator	B squared
Kidsafe	Progress made in any sessions	Emma Baker	As required by programme
Leadership opportunities	What opportunities have they had?	Class staff	EHCP/end of year reports
TAF meetings	Any contributions made by pupil/student and impact of their contributions	Safeguarding Team	4 – 6 weekly or as arranged if in monitoring and review. Minimum 6 months.
Positive rewards	Any awards, certificates successes that the pupil/student has had	Class staff/Behaviour Team	Half termly / Termly and Annually as per the Behaviour Policy.
House	Any house points awarded and for what sort of things?	House Captains	Weekly using Class Dojo points.
SNAP	Monitoring of levels	Class staff/Behaviour team	As required by programme
Behaviour monitoring	Specific improvements in behaviour	Class staff/Behaviour team	As required on CPOMS, Star charts, BBAT, ABC, SIMS Behaviour

Access to the World and Adulthood

	Measure	Evaluated by	When
SALT	Progress against objectives and in therapy sessions	Class staff/Eiklan team/SALT/SENCo	After every session/SALT/SENCo
Communication methods	Progress using PODD, PECS, AAC, ALD, Makaton	Class staff/Eiklan team/SALT/SENCo/N Fitzpatrick	As Required by programme
Intensive Interaction	Progress against objectives and in therapy sessions	Class staff	After every session
Makaton	Progress in use and understanding	Class staff/SALT	As required by programme
Tactile activities	Which used and progress using them	Class staff	As required by programme
Eye gaze equipment/software	Progress and development	SALT/ Class staff	As required by programme
I.T./iPads/Computers	Progress in IT curriculum. Use of IT cross-curricular	Subject coordinator	B squared
Toileting/feeding	Progress against objectives set	Class staff	As required by programme
TEACCH	Progress through TEACCH system	Class staff	EHCP
Transitions	Any relevant transitions taken place	SENCo	Key points
CEIAG programme	Visits to work places, colleges, Careers	Careers lead	Termly

	curriculum, visit by employers		
Road safety/Independent travel	Any work done on independent travel and progress with it	SENCo	EHCP
PECS	Progress through system.	Class staff	As required by programme

Learning

	Measure	Evaluated by	When
Curriculum Learning	Progress within each subject/learning objective Engagement Model criteria ELG EYFS	Class staff/MMT	B squared/Termly monitoring
Extra-activities	Extra-curricular activities	Class staff/subject coordinators	EHCP/annual reports
Towards adulthood Independence	Progress in independent living skills	Class staff/subject coordinators/SENCo	B squared/Termly monitoring EHCP/annual reports
External accreditation	Any taken and award	Samantha Dawson	B squared/Termly monitoring
Educational Visits	Which visits undertaken, links to the curriculum and impact on learning	Class staff/subject coordinators	Termly monitoring

PURPOSES

The purpose of assessment at Villa Real School is to provide information: -

- The REAL curriculum pulls together all aspects of learning in a holistic way to capture progress across the entire REAL curriculum.
- For children to demonstrate what they know, understand and can do
- To help pupils/students understand how well they are doing and what they need to do next
- To assess the progress against therapist's objectives
- To re-evaluate regulation for learning
- To allow teachers to plan work that accurately reflects the needs of each pupil/student
- To track the attainment and progress of individual pupils/students, groups and cohorts of pupils/students and thus inform future planning
- To review curriculum planning
- To provide the pupils'/students' next teacher with information which will ensure a smooth transition and promote continuity and progression across the school
- To provide receiving schools or colleges with information to ensure the pupil's/student's swift transfer and continuous progress

- To provide the SMT with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform School Improvement Planning (SIP)
- To provide Key Stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their Key Stage
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area
- To provide Governors with information on the school's performance to aid their monitoring procedures
- To provide regular information for parents/carers to enable them to support their child's learning
- To assess if further referrals need to be made
- To provide parents/carers with information about the performance of the school
- To improve memory and recall skills
- To plan for those not keeping up
- Objectives set by education, health and social care need to be "threaded" through provision within Villa Real. Our REAL objectives outline this and are reviewed s on-going document to ensure continuous provision.

RESPONSIBILITIES

Headteacher

- To maintain an overview of assessment in the school
- To monitor and develop consistency across the school
- To analyse assessment data and utilise the information to support School Improvement Plan and thus raise standards at a whole School level
- To ensure that statutory requirements are met
- To monitor and evaluate the policy in practice
- To inform Governors about the School's performance

Deputy Headteacher

- To have a clear and detailed understanding of what the assessment information means about the school's performance
- To utilise assessment information to raise standards at a whole School level
- To manage the whole School data systems (BSquared, Engagement Model, Statutory recording and reporting, Exam data, CPOMS, Earwig)
- To collate assessment data and utilise the information to support School improvement and thus raise standards at a whole School level
- To review and update the policy

- To keep up to date and inform staff on latest information and requirements
- To co-ordinate and monitor AfL throughout the School
- To ensure that progress is mapped through the use of REAL targets to measure progress against EHCP plans
- To collate and monitor targets for those on Progression Steps

Key Stage Leaders

- To examine trends regarding standardised testing
- To utilise assessment information to inform them of the effectiveness of practice within their Key Stage and to use this information to raise standards
- To plan appropriate interventions to meet the needs of individuals and groups

Conductive Education Lead

- To collate and monitor targets for those on Engagement Steps
- To monitor Conductive Education specific targets

Subject Leaders

- To ensure plans include clearly defined learning objectives and identify and record assessment
- To advise colleagues on assessment and recording in their subject
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area
- To develop intervention plans as required for their subject

Class Teachers

- Identify challenging learning objectives and assess them through Medium Term Plans (MTP)
- To set individual challenging targets based on EHCP targets
- To input progress data into BSquared
- To carry out ongoing formative assessment in accordance with this Policy
- To carry out summative assessments in accordance with this Policy
- To prepare and write reports for parents/carers, colleagues and other agencies
- To provide examples of assessments to subject leaders for assessment moderation
- To ensure assessment information informs planning
- To monitor and evaluate REAL targets

PRINCIPLES

The principles of assessment at this School are: -

- To feedback to pupils/students about their attainment and progress, being specific about what the pupils/students have done well and what they need to do next
- To involve pupils/students in their own assessment
- To keep manageable records
- To keep parents/carers informed about their child's achievements and progress and enable them to help their children make further progress
- To keep Governors informed about what the assessment information says about the performance of the school

PROCESS

ONGOING FORMATIVE ASSESSMENT

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by: -

- Informing pupils/students of the learning objectives and success criteria for each lesson in a variety of methods via timetables, PECs etc.
- Questioning throughout the lesson in order to judge pupil understanding
- Observations – either focussed or interactive
- Work walls
- Quick quizzes
- Providing regular opportunities to review learning against the success criteria throughout the lesson
- Involving the pupils/students in peer and self-assessment by setting pupil/student targets and success criteria which help them assess their own progress and the progress of their peers within lessons and over longer periods of time (where able)
- Planned assessment against learning objectives in medium/short term planning
- Displays which celebrate achievement and progress
- Feeding back to pupils/students on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil/student
- Focussed marking using learning objectives and success criteria (see Marking Policy)
- Work Scrutiny
- Carrying out systematic interrogation of data to identify any gaps in learning
- Using assessments and feedback from marking to inform the next stages of learning and planning
- Ongoing review of REAL objectives based on outcomes set in EHCP
- To review therapist's objectives

ASSESSMENT OF INDEPENDENT LIVING IN PREPARATION FOR ADULTHOOD

It is vital that our pupils and students are prepared for everyday life and their journey into adulthood. Assessment information for this is captured via the targets set in EHCPs and REAL objectives. Assessment information utilised includes annual reviews, photographs that hold summative information on an annual basis alongside assessment folders holding references to videos and a selection of visual data.

STANDARDISED ASSESSMENTS

WRAT4, WRIT, PHAB and Vernon tests are used when required to track progress on standardised tests for students on Progression Steps. These tests may be utilised more often for diagnostic reasons.

OTHER COMMERCIAL ASSESSMENTS

NIPA (Newcastle Intervention for Phonological Awareness, DANS (Diagnostic Assessment of Numeracy Skills), PHAB Phonological Awareness Battery, Colourful Semantics and Blank Level Assessment will be used to support baselining of pupils' skills particularly at the higher Engagement Steps to support identification of gaps or barriers to learning.

OBSERVATIONAL ASSESSMENT

Observation is a key tool and is used in:

- Observation in Early Years
- Observations as part of Engagement Model for all those on Engagement Steps
- Observations of core communication / cognition carried out continuously. This can be electronic and uploaded to Earwig as evidence.
- Observations are undertaken during Assessment Weeks in the class, yard and hall and whenever achievement is notable
- Independent Living is assessed/accredited through ASDAN in Key Stage 4 and 5, B Squared in other Key Stages and through observation

SUMMATIVE ASSESSMENTS

Assessments of pupil's/student's levels are carried out twice a year in order to track attainment and progress at an individual, group, class, year group, Key Stage and whole School level. This information is also used to identify pupils/students who need additional support and to set the focus of discussions in Key Stage and Performance Management Meetings.

DATA ANALYSIS

Subject Co-ordinators look at their data twice a year and use this to analyse progress and identify interventions and next steps. The Headteacher utilises the class teacher reports and the assessment data in B Squared to carry out an analysis of the data. This information is utilised to inform the:-

- Key Stage and Performance Management Meetings discussions,
- School Self Evaluation
- Termly Headteacher Report to Governors
- School Improvement Plan

END OF YEAR/KEYSTAGE ASSESSMENTS

A summative assessment is made at the end of each year across all subjects and reported in the annual report to parents/carers.

Assessment data is reported annually to the Local Authority/DFE at the end of:-

- Reception
- Year 1 (Phonics Screening Test)
- Year 2
- Year 6

ASSESSMENT WEEKS

Every half term, pupils/students will be assessed against the learning objectives within subject areas. All evidence will be recorded on Earwig and monitored by MMT.

MARKING AND FEEDBACK

Marking and feedback is used to raise achievement, set targets and help pupils/students to improve. Marking and feedback should inform pupils/students about what specifically they have done well and the next steps to take (see Marking Policy).

ASSESSMENT MODERATION

- EYFS and Year 1 and Year 2 are moderated by the LA
- Assessment moderation is also carried out by the Deputy Headteacher with subject leaders of other schools in order to ensure consistency

EXTERNAL ACCREDITATION

A range of external accreditation has been introduced in KS3-5; including AQA Entry level in English, Maths, Science and IT, ASDAN Entry level in PSD and Employability and NOCN qualifications in Religious Education, Digital Skills, and Preparation for Life and Living.

MONITORING AND EVALUATION

- The Headteacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils/students and parents/carers, work scrutiny, lesson observations, learning walks and sampling teachers' planning
- Key Stage Leaders will carry out monitoring of weekly planning on a half termly basis and will carry out assessment moderation and work scrutiny as part of this process
- Literacy and Maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation and work scrutiny as part of this process
- Subject coordinators will look at assessment practices within their subject as part of their regular monitoring of their subject

REPORTING TO PARENTS/CARERS

Reports to parents/carers are given verbally at parents' evenings along with written information on the pupil's/student's attainment and their targets. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. Reports will always focus on positive progress. These reports are based around progress within the REAL curriculum. They inform parents/carers of: -

- How their child is performing in relation to their past achievements
- Their child's strengths and any particular achievements
- Areas of development and improvement
- How they can help
- Whether the child is happy, settled and behaving well

In addition, meetings with parents/carers to discuss their child's progress can be arranged at a mutually convenient time. These meetings are additional to Annual Reviews and Care Team Meetings.

EQUAL OPPORTUNITIES

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils/students and of all groups of pupils/students
- We carry out data analysis of pupil/student performance identifying areas of development for all pupils/students and groups of pupils/students taking action where underachievement is identified
- We recognise and value all forms of achievement

Appendix 1:
Engagement Model Assessment

Lesson:

Date:

Name:

Learning Objective:

Group work Group work table 1:1: Other: _____

Area of engagement:

Cognition & Learning:

Exploration/Realisation/Anticipation/Persistence/Initiation

Communication & Interaction

Expressive / Receptive

Social, Emotional & Mental Health

Social Affection / Emotional Affection

Sensory & Physical

Visual / Auditory / Tactile / Olfactory Gustatory / Vestibular / Proprioceptive / Fine Motor / Gross Motor

Description:

Pupil



response/voice:

Support:

SH

GH

PH

NH

SE

ER

Successes:

Other:

Time / level of Engagement	No focus 0	Emerging / fleeting 1	Partly sustained 2	Mostly sustained 3	Fully sustained 4
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Appendix 2:

Planning and Assessment Timetable

Timing	Expectations	Responsibility	Monitoring	Deadline
Within first 7 weeks of a child starting school	EYFS Observations to be gathered	Class Staff	Natalie Fitzpatrick	20/10/23
	Baseline Assessment: N, R or Y1 Early Years Developmental Journal Tracker EYFS Characteristics of Learning Documents Completed	Class Staff	Natalie Fitzpatrick	
	B Squared: B Squared baselines for new starters Intervention Plans	Class Teachers	PS Sam Dawson ES Natalie Fitzpatrick	
	REAL Objectives Set for new starters	Class Teachers	Jill Bowe	
	Engagement model	Class teachers	Sam Dawson	
Beginning of each term	REAL Objectives New targets set for existing pupils	Class Teachers	Jill Bowe	15/9/23
	MTP			
	Completed and in shared area	Class teachers	Subject coordinators	15/9/23
	QA of MTP completed	Subject Coordinators	Jill Bowe	22/9/23
	QA by Key Stage	MMT	SMT	29/9/23

	QA whole school	SMT	Governors	6/10/23
	Curriculum Subject Coordinators Challenge Meetings	SMT	Jill Bowe	2 weeks beginning 9/10/23
	QA Curriculum offer and impact	SMT	Jill Bowe	23/10/23
	CPOMS QA Sample case studies (Safeguarding)	SMT	Jill Bowe	28/9/23
	Engagement Model QA	SMT	Jill Bowe	15/9/23
Weekly	Earwig Examples of Maths / English and Foundation subjects.	Class Staff	MMT	Ongoing
February – July	B Squared Regularly reviewed in line with curriculum progress.	Class Teachers	Sam Dawson	Ongoing
	Data drawn down from B Squared	Sam Dawson	SMT	27/10/23 29/2/24
	Intervention Plans Previous plans reviewed New plans created	Class Teachers Class Teachers	MMT MMT	Following Assessment Week
Assessment Weeks	Developmental Class Journal Update	Class Staff	Natalie Fitzpatrick	As per assessment week calendar
	Autumn 1 1 Maths 1 English 1 Science	Class Staff	MMT	As per assessment week calendar
	Autumn 2			

	1 Maths 1 English 1 Computing	Class Staff	MMT	As per assessment week calendar
	Spring 1 1 Maths 1 English 1 History	Class Staff	MMT	As per assessment week calendar
	Spring 2 1 Maths 1 English 1 Geography	Class Staff	MMT	As per assessment week calendar
	Summer 1 1 Maths 1 English 1 PSHCE and Music	Class Staff	MMT	As per assessment week calendar
	Summer 2 1 Maths 1 English 1 PE and Art/DT	Class Staff	MMT	As per assessment week calendar
Termly	Learning Walks			
	Autumn w/b	SMT	Jill Bowe	6/11/23
	Spring w/b	Subject Coordinators / Governors		4/3/24
	Summer w/b	MMT		10/6/24
	Work Scrutiny			
	Autumn w/b	SMT	Jill Bowe	13/11/23
	Spring w/b	MMT	Jill Bowe	4/3/24
	Summer w/b	Subject Coordinators	Jill Bowe	17/6/24
June / July	REAL Targets Evaluation of progress	Class Teachers	Jill Bowe	9/12/23 25/3/23 15/7/23
	Internal Moderation			

	AQA / ASDAN / NOCN Autumn Spring Summer	Class Teachers	Sam Dawson	w/b 27/11/23 w/b 22/1/24 w/b 29/4/23
June / July	EYFS Data/ Goals updated and sent to LA	Class teachers	Natalie Fitzpatrick	Early June tbc
	Year 2 / Year 6 Data updated and sent to LA	Class Teachers	Sam Dawson Natalie Fitzpatrick Jamie Coram	Early June tbc
	Year 1 / Year 2 Phonics Test	Natalie Fitzpatrick	Sam Dawson	tbc
	Year 4 Times Table check	Jamie Coram / Jen Wickham	Sam Dawson	tbc
	SATs	Sam Dawson	Jill Bowe	tbc
	Celebration Records (ROA) completed	Class Staff	Sam Dawson	tbc
	Pre Key Stage moderation	Y2 / Y6 Teachers	Sam Dawson Natalie Fitzpatrick Jamie Coram	tbc
	Pupil Reports	Class Teachers	KS Leads Jill Bowe	14/4/23
Annually	Review of EHCP	Class Teachers	Sam Dawson	ongoing
	Complete Access Arrangements assessments Request Access arrangements from JCQ	Sam Dawson / Class Teachers Sam Dawson	Jill Bowe Jill Bowe	Feb 2024 tbc

	Coursework sent to Exam boards	Class Teachers	Sam Dawson	15 May 2024
	ASDAN moderation	Class Teachers	Sam Dawson	July 2024 tbc

Appendix 3 Primary Assessment Key Dates

Date	Key Stage	Activity	Responsibility
4/9/23 2023	1 and 2	Access Arrangements guidance published Teacher Assessment Guidance published Moderator training available to download	NF / SD / AD
September 2023	R	RBA open. Passwords issued and logins created.	
18/9/23 onwards	R	RBA Narrative reports for pupils who have completed tests to download.	
October 2023	2	Access arrangement guidance published	AD / SD
2/10/23	2	Online TA moderator training in English writing available,	SD Y6 teachers
16/10/23	1 and 2	Primary Assessment Gateway open for: <ul style="list-style-type: none"> Schools with no pupils available to decline the test materials Phonics screening. Submit Holiday dates. Place orders for KS2 tests including modified papers. 	SD
7/11/23	R	Deadline for Head Teacher to complete HDF for RBA.	JB
6/11/23	2	Multiplication Tables Check ICT Guidance published	AD / SD
November – March	2	LA moderation exercises in writing	NF / SD / AD
17/11/23	1 and 2	Deadline for: <ul style="list-style-type: none"> Schools with no pupils available to decline the test materials – phonics screening test. Submit Holiday dates. Modified KS2 test materials Special school orders for test materials. 	SD
12/2/24	2	Pupil Registration form available on PAG for End of KS2 Tests. Forms available for schools to make applications for: <ul style="list-style-type: none"> Early opening Compensatory marks for spelling Additional time Timetable variations 	AD/ SD
8/3/24	2	Pupil registration deadline	SD / AD
March 24	2	KS2 test administration guidance published.	SD / NF / AD
March 24	1	Phonics screening check administration guidance published	NF

8/4/24	2	Deadline for schools to be notified of early opening outcomes on the Gateway.	SD / AD
8/4/24	2	Schools can access the MTC service via the DFE sign in and MTC guidance published.	SD
22/4/24	2	Deadline <ul style="list-style-type: none"> • Pupils requiring extra time • Compensatory marks for spelling 	
23/4/24	1	Deadline to order braille versions of Phonics test materials.	NF
29/4/24 – 3/5/24	2	Schools receive all KS2 test materials and stationary items.	SD / AD
25/4/24	1	Deadline to order braille versions of the phonics screening check from the national curriculum assessment helpline. 0300 303 3013	NF
May 2024	1	Test administration window Test materials and mark schemes, including the optional English grammar, punctuation and spelling test, are available to download from the Gateway. KS1 tests are optional this year.	NF / SD
13/5/24 – 16/5/24	2	Schools administer the KS2 tests.	AD / SD
13/5/24	2	Aid notification forms available on the Gateway	SD
13/5/24	2	English grammar, punctuation and spelling: <ul style="list-style-type: none"> • Paper 1: questions • Paper 2 spelling 	AD / SD
14/5/24	2	English reading	AD
15/5/24	2	Mathematics: <ul style="list-style-type: none"> • Paper 1: arithmetic • Paper 2: reasoning 	AD / SD
16/5/24	2	Available on Gateway: <ul style="list-style-type: none"> • Pupils cheating forms • End of KS2 head teacher's declaration form (HDF available to schools from 5pm) • Special consideration application form 	JB / SD
16/5/24	2	Mathematics Paper 3: reasoning	AD / SD
17/5/24	2	LAs begin informing schools if they will receive an external moderation for English writing TA.	JB / SD
20/5/24	2	'Submit teacher assessment' form available on the Gateway	AD / SD
20/5/24 – 10/6/24	1	Schools receive phonics screening check materials.	NF / SD
23/5/24	2	Deadline for schools to submit applications for a timetable variation	JB / SD
14/5/24	2	Deadline for schools to:	JB / SD

		<ul style="list-style-type: none"> Submit notifications if pupils used a scribe, transcript, word processor or electronic or technical aid in an end of KS2 test Submit the KS2 HDF Submit applications for special consideration <p>Test materials and mark schemes available to download from GOV.UK</p>	
31/5/24	2	Deadline for schools to notify STA of a pupil cheating in an end of KS2 test	JB / SD
3/6/24	2	MTC HDF available to schools on the MTC service	JB
3/6/24 – 14/6/24	2	MTC administration period	SD / AD
10/6/24 – 14/6/24	1	Phonics Screening administered	NF
17/6/24 – 21/6/24	1	Phonics screening variation for absent pupils	NF
3/6/24 – 28/6/24	2	LA's undertake external moderation of KS2 English writing TA.	JB / SD
17/6/24 – 21/6/24	2	Schools administer the MTC to any absent pupils or where administration has been delayed due to technical difficulties.	SD / AD
21/6/24	2	Deadline for schools to ensure pupils have completed the MTC or have been recorded as not taking the check and submit their MTC HDF by 5pm	SD / JB
24/6/24	2	MTC results available on the MTC service	SD / AD
28/6/24	2	Deadline to submit TA data on the Gateway	SD / AD
30/6/24	R	EYFS profile must be completed for each child and submitted to the LA no later than 30 th June	NF / SD
1/7/24	1	Phonics Headteacher Declaration completed.	JB
10/7/24	2	Test results and marked script images available on the PAG Raw score to scaled score conversion tables available on GOV.UK	SD / JB
19/7/24	R	Deadline for LA to return data to DfE	JB
11/9/24	All	Review outcomes returned to schools	SD / JB

Appendix 4 Accreditation Key Dates

Month	Date	Activity	Responsibility
September 2023			
October 2023			
November 2023	23/11/23	June 2024 base data released	SD
	24/11/23	Entries open for June 2024 series	SD
December 2023			
January 2024	22/1/24	Internal moderation ELC / FS.	SD
	31/1/24	Last date to order modified papers for June 24	SD
	31/1/24	Last date to submit form JCQ/CCA (centre consortium arrangements) for June 2024 internally assessed work.	SD
	31/1/24	NCFE students allocated to complete accreditation	SD
	31/1/24	NOCN students entered for July accreditation	SD
February 2024	21/2/24	Closing date for June 2024 entries	SD
March 2024	23/3/24	Last date to process applications for access arrangements for June 2024	SD
April 2024	22/4/24	June entries on or after this date very late fees apply	SD
	22/4/24	All Non-Exam Assessment work / portfolios for ELC Maths and English and Functional Skills English completed and marks.	Teaching staff
	29/4/24	Final Internal Moderation of work and agreed marks for submission.	Teaching staff SD
	Tbc	Moderation dates released. Levels of help for TC. Students allocated and moderation booked.	SD Class staff SD
	Tbc	NCFE Students allocated to EM	SD
May 2024	15/5/24	Last date for AQA and the moderator to receive internally assessed marks for June 2024 ELC.	SD
	15/5/24	Last date for AQA and the moderator to receive internally assessed marks / grades for June 2024 Functional Skills.	SD

June 2024	10/6/23	NOCN / NCFE Internal moderation	SD Class staff
July 2024	Tbc	ASDAN moderation	SD
	Tbc	NCFE Moderation	SD
August 2024	21/8/24	Results for ELC and Functional Skills available to Exams Officers and HOD.	SD
	22/8/23	Results available to students	SD