

# St John's and Tunstead Primary Federation

## Teaching and Learning policy

<b>Formally adopted by the Governing Board of:-</b>	<b>St. John's and Tunstead Primary Federation</b>
<b>On:-</b>	<b>8<sup>th</sup> October 2020</b>
<b>Chair of Governors:-</b>	<b>Tim Jermyn</b>
<b>Last updated:-</b>	<b>NA</b>

## ETHOS AND VALUES

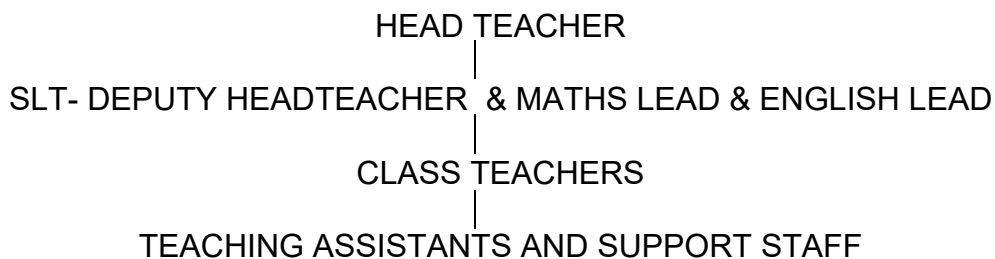
The Staff and Governors of St. John's C.P. and Tunstead Primary Schools are committed to enabling all children to become lifelong learners and to acquire the attitudes, confidence, skills and knowledge to become resilient citizens within the community. In order to achieve this both schools share the same vision to:-

- Provide a creative and personalised curriculum enabling all pupils to achieve their potential.
- Provide a safe and nurturing environment in which children's emotional well-being is of the utmost importance.
- Provide a wide range of rich and varied experiences which will raise aspirations and encourage enquiring minds.
- Establish purposeful and open relationships with parents.

Both St John's C.P. and Tunstead Primary School have their own clear set of values and expectations which can be seen in their individual Ethos and Values Statements. (Appendix 1 & 2)

## THE STRUCTURE OF THE SCHOOL

The staff within the school are organised as follows:-



*A breakdown of the class structures for each can be found in appendices 3 & 4*

Children are taught within their National Curriculum year group.

Members of the teaching staff across the two schools lead at least one area of the curriculum.

The teaching staff are supported by a SENDCo at each school, and Inclusion and Wellbeing Mentor and Teaching Assistants.

The way in which the Teaching Assistants are used by the whole school is reviewed regularly to take into account the needs of individual class teachers and the children.

Parents and friends of the school work within the classrooms, both on a regular basis to help with specific tasks or groups of children and on an occasional basis to help with specific activities.

## THE LEARNING ENVIRONMENT

All of the classrooms at both schools are organised to facilitate the teaching and learning styles used within them. These are all equipped with their own group specific resources which are shared when required and are accessible to the children where appropriate. The locations of other shared resources are detailed within the relevant subject policies and these resources are managed by the Subject Leaders.

The Nursery (St Johns), Reception and Year 1 classes have their own outside play areas which are equipped with a wide range of small and large apparatus.

Yearly time tables are drawn up for the use of the hall, Library, Forest School areas and ICT trolley. Copies of these are displayed in the respective staff rooms.

Full use is made of the school and local environments and of the wider environments within Norfolk. We also make use of the community as an excellent human resource.

## THE ORGANISATION OF TEACHING AND LEARNING

Teachers are responsible for ensuring coverage of the curriculum for their class. Teachers will work with each other to support the best delivery of learning; this could mean teaching a different year group on an occasional or regular basis.

Subjects are taught in a cross curricular approach where ever possible in both Key Stages. The curriculum is a two year rolling curriculum with year groups working collaboratively on topics.

### Foundation Stage

- We follow the Early Years & Foundation Stage Guidance, both in its aims and curriculum content. Activities are planned through topics and themes at an appropriate level, using both the indoor and outdoor environments.
- **Phonics is taught using Letters and Sounds as a starting point with resources adapted from Read Write Inc and Phonics play. All children in the Foundation Stage and KS1 receive daily phonics input. Children are set for phonics according to ability.**
- The day or session is clearly structured, with a routine the children can follow. This provides time for uninterrupted play, time to listen and talk to the children, time to talk to parents and carers and time to stand back and observe. There is a balance of time spent with individual children, small groups and the whole group working on adult directed, adult supported or child directed activities.
- The children are encouraged to learn through free-flow play on their own or with other children and, where appropriate, supported, guided and enhanced by an adult.

### **Long term planning. (KS1 & 2)**

A Curriculum Map has been drawn up showing the areas of the National Curriculum and R.E. covered by each year group. This is reviewed and updated as required and a copy of this is held on the server.

Opportunities for Sex and Relationships Education, PSHE and multicultural education are highlighted in this document.

### **Medium term planning. (KS1 & 2)**

The National Curriculum is used as a framework for all planning KS1 and KS2. The school has developed it's own long term coverage map for Literacy which outlines the genres taught as well as core books which can be used to support this. This is used as a basis for planning but it is a working document and is constantly under review.

In all other subjects schemes of work have been produced based on what is taught within a particular topic or group of lessons. The skills, knowledge and understanding being covered have been highlighted and the main learning outcomes, including differentiation, are identified. These plans are regularly reviewed and updated. Copies of these documents are kept on the server.

The Main Learning Outcomes, End-of-year expectations or Early Learning Goals identified in these medium term plans are used as the basis for the recording of pupils' attainments. Details can be found in the Assessment section of this document.

### **Short term planning. (KS1 & 2)**

Our short term plans are made and evaluated on formatted sheets. Specific planning templates are available and used for Maths, English, Guided Reading and Topic. These identify the learning objectives, method of delivery, activities undertaken by the children, including any differentiation for the more able, SEN and vulnerable groups, resources used and assessment techniques employed for each lesson or small group of lessons.

Schemes of work are in place for the teaching of handwriting across both Key Stages (Nelson Handwriting) as well as Spelling in Year 2 and KS2 (No Nonsense Spelling)

The role of a Teaching Assistant within any particular lesson is also planned for.

### **Long, medium and short term planning – Early Years Foundation Stage.**

The planning documents for the EYFS relate to the seven areas of learning as detailed in the Guidance for the EYFS. They are produced in a format which reflects the teaching and learning strategies used within these year groups.

## **TEACHING AND LEARNING STYLES**

The individuality of teaching staff is respected and encouraged, offering the children a broad range of experiences. Lessons are organised and delivered in a way that is appropriate to the area of work being covered, and the short term plans identify the methods to be used. Similarly, the children may work individually, within a group or as a class, depending on the activity being undertaken. Again, the way in which the children will be expected to work for a particular activity will have been identified in the short term plans.

The learning objectives for a session will be made explicit at the start of a session with success criteria generated by teacher and children where possible. Work will be marked against the success criteria and in line with the marking policy.

## **TRANSITION BETWEEN PHASES OF EDUCATION**

The following steps are taken to ensure the successful transition for children from one phase of their education to another.

- A home visiting programme for children entering the Nursery- (ST John') takes place.
- The parents of children in Year R are offered personal interviews prior to the start of the Autumn Term with the teaching staff, to discuss the Foundation Stage Profiles and to share information.
- An Open Evening is held in the Summer Term for the parents of all children starting in the Foundation Stage in the next academic year.
- An 'Induction Day', held towards the end of the Summer Term, offers the children the opportunity to spend time in their new class/school.
- Liaison between the Y6 teacher, Local High Schools and the Inclusion Officer from both schools.
- Curriculum evenings.

## **INCLUSION AND EQUAL OPPORTUNITIES**

We aim to promote equal opportunities in all aspects of school life and our principles and guidelines are detailed in the Single Equality Scheme.

## **S.E.N.D**

The identification, organisation of teaching and learning, assessment and monitoring of children with special educational needs is carried out according to our SEND Information report- available on each school's websites or from the school's offices.

## **BEHAVIOUR**

The Federations, Behaviour Policy has been written to support our aim to promote good manners and acceptable social behaviour within the school and the wider community.

## **EXTRA-CURRICULAR ACTIVITIES**

Both Schools offer a wide range of out of school activities. This will change half termly and is always available via the school office or the school website.

## **STAFF SUPPORT**

Support for all staff is considered to be of paramount importance. This support takes many forms.

- The teaching staff are supported by the Senior Leaders and the Subject Leaders.
- Teaching Assistants and other classroom assistants work closely with the teaching staff and are offered training when appropriate.
- Individual requirements for in-service training are identified during the Performance Management cycle.
- Whole school requirements for in-service training are identified, prioritised and costed as part of ongoing development. This is detailed in each schools' Improvement and Development Plan.
- The senior management team and linked governors are available to discuss any problems which may arise.
- When relevant meetings of all ancillary staff and weekly meetings with Support Staff are held in order to ensure support for the aims of the school and continuity of practice.
- All staff have access to the Wellbeing service for Norfolk.
- Coaching is embedded within school culture and staff regularly plan to support one another through collaborative working.

## **ASSESSMENT**

Assessment is an integral part of the learning process and is the means by which we make our professional judgments about the children. We are concerned with the achievements of the child as a whole, not just their academic attainments, and the records that we keep, both summative and formative, reflect this. We recognise that it is important for the children to be involved in the assessment process so that they are aware of both their achievements and their targets for further progress.

### **Recording Assessments in EYFS**

Tapestry, an online learning journal, is used to record all of the learning and fun of children's early years' education. Teachers upload observations weekly in the form of text, images and videos of children taking part in their learning. Teachers then record the results of their observations and assessments assigning gradings using the EYFS assessment frameworks. Every entry helps to create a complete story of a child's time at nursery, pre-school or school. These digital 'Learning Journey' books are used to record evidence of each child's progress and achievements.

Every term, teachers use the observations from Tapestry, as well as any informal assessments taken in class, to update each schools' online data tracker.

## Key Stage 1 and 2

### Reading, Writing and Maths

#### Formative Assessment

Teachers short term plans identify the lesson objectives and success criteria set for each lesson as well as detailing the opportunities for formative assessments, whether this is through effective questioning, independent activities or observations. Learning objectives and success criteria are clearly displayed in each child's book with a date for the days learning. Teachers will use their formative assessments as well as the work produced in the children's books to:

- identify strengths and weaknesses to inform daily interventions
- set targets for future learning
- inform future planning
- monitor the curriculum and its effective delivery
- form a basis for reporting to parents or other interested parties.

In addition, teachers will update children's assessment against National Curriculum 2014 objectives on the school's online data tracker. Teachers are expected to update these at the end of each term. This enables Senior Leaders to ensure continuity of coverage as well as guaranteeing that assessments are thorough for the next teacher/school, at the end of the school year.

**We value the input of all of the staff who work with children at our school and therefore time is planned to allow Teachers, Teaching Assistants and the SENCO to have their own input in the recording of termly assessments.**

#### Summative Assessment

In addition to formative assessments, teachers must use the below summative assessments to assess children in Reading, Writing and Maths. These are used to support teachers in making accurate half termly teacher assessments on Scholar Pack.

Year 1	Half termly phonics assessments using the Big Cat Phonics Assessment Phonics Screening check
Year 2	Half termly phonics assessments using the Big Cat Phonics Assessment KS1 Past SATs Papers
Years 3,4&5	NFER Reading, Maths and Spelling, Punctuation and Grammar Salford Reading Test Schonell reading test Year 4 Times Table check
Year 6	KS2 Past SATs Papers Schonell reading test Salford Reading Test

Assessments must be taken each term as outlined in the assessment timetable in **Appendix 5**.

Teachers may use other summative assessments (Rising Stars, PUMA, Testbase) at other times in the year to support their judgements, however this is not compulsory.

Following the administration and marking of any standardised tests, the class teacher and relevant Subject Leaders collect the assessment data and carry out a detailed question level analysis. Areas of strength and weakness can then be identified, and strategies drawn up to deal with these. These strategies may have staff training or resource implications, and may necessitate changes in policy or long and medium-term planning. Any action necessary will be addressed and managed by the Senior Leadership Team. The analysis of our children's performances and their identified strengths and weaknesses are then compared with the national figures, as and when these become available.

Termly moderation meetings will be held with the whole staff in either Reading, Writing or Maths to ensure consistency and accuracy in teacher assessment. Through these sessions, our external moderation samples are agreed by the Teaching Staff.

### **Tracking Reading, Writing and Maths in EYFS, Key Stage 1 and 2**

At the end of each term assessments are made and recorded in Reading, Writing and Maths. Yearly 'Expected Progress' is 6 steps and is recorded on each school's online data tracker. The majority of pupils are assessed within their own age and stage of development. However, those children working below their own age and stage of development will continue to be assessed against previous year group objectives as well as their current stage. If a pupil exceeds the statements for their age phase then they are assessed as working at 'Above the Expected Standard' at the end of the year.

*Expected progress and attainment scales for each school's online data tracker can be found in appendices 6 and 7*

### **Assessing other subjects in Key Stage 1 and 2**

Half termly topic plans outline the subject specific objectives that will be covered across a whole topic. At both schools a rolling topic curriculum is in place. This means that the children in Years 1 and 2, Years 3 and 4 and Year 5 and 6 work on the same half termly topics across a two-year-period. Curriculum plans ensure that the National Curriculum objectives are covered across each Key Stage and teachers adapt learning tasks and activities to guarantee that children are being stretched and challenged.

As year group specific Science objectives are clearly outlined in the National Curriculum, Science topics are taught in individual year groups on a yearly basis.

A whole class 'Topic Book' is used instead of individual pupil books. Lessons are focused on developing the knowledge and skills outlined in the National Curriculum



Programmes of study while larger independent cross curricular writing opportunities are recorded in children English books.

Teachers' topic term plans identify the lesson objectives and success criteria set for each lesson as well as detailing the opportunities for assessments. Teachers will use effective questioning, independent activities or observations to inform their judgements. In addition, 'Class Topic Books' include observational assessments, photos and annotated work. Children will assess all children against the learning objectives for each lesson and record these in their topic books.

At the end of every term, teachers use their formative assessments to record children's attainment level on the schools Non-Core Tracking Grids held on a central record. This is monitored by the Senior Leadership team as well as during whole school moderation.

### **Reading, Writing and Maths Standardisation and Moderation**

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made. Both schools take part in the following moderation:

- Termly Moderation of Reading, Writing and Mathematics assessments made on the school's online data tracker (at whole staff meetings EYFS, KS1 and KS2 teachers)
- Termly cluster moderation of Reading, Writing and Mathematics assessments.
- Attendance at Norfolk Assessment Briefings and Moderations

### **Feedback to Children and Marking.**

Marking and feedback is an important aspect of the formative assessment of individual children's progress and achievements and aids the setting of future programmes of study and targets. It enables teachers to identify and share with children what they need to do in order to improve their performance and enhances pupil's motivation, self-esteem and work attitudes. Marking and feedback should:

- Relate to the learning objectives
- Be regular and frequent
- Be manageable for teachers
- Use consistent codes throughout the school which are accessible to the children
- Involve all adults working with the children
- Give appropriate praise for achievement and progress
- Give clear strategies for improvement
- Allow time for children to read, reflect and respond to marking where appropriate either verbally or by writing a reply
- Encourage and teach children to be involved in the marking and feedback process
- Inform future planning and target setting

This will be done in the following ways:

### Communication of expected outcome

- Learning objectives of a lesson are clear, specific, and explained in words children understand
- Children understand the purpose of their learning
- Task instructions are clearly explained
- There are clear success criteria, which are discussed and agreed between the children and their teacher
- Learning objectives and success criteria are visually displayed where appropriate and referred to throughout the lesson, except when not appropriate (e.g. where they are to be “discovered”)
- Learning objectives provide the focus for the teacher to evaluate to what extent a lesson has met its aims
- Learning objectives provide the focus for self / peer evaluation (and marking)

### Oral feedback to Pupils.

- Instant feedback from peers e.g. “thumbs up”
- Short term reviews within the lesson to address misconceptions and to model and share good work.
- Verbal feedback in the form of discussion between the teacher and the child / group / class while the work is being carried out or after the work is completed and returned. Verbal feedback should be recorded as **VF** with a description by the class teacher or responses from the children indicating they have understood and responded to the feedback.
- Discussion with support of ICT e.g. video, visualizer, photos.

### Written feedback.

#### Distance marking

It is not possible to mark all pieces of work with the children so distance marking needs to be manageable for the teachers and meaningful for the children. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Sometimes a piece of work can be marked with a single tick, simple editing prompts in the margin or initialled by the teacher to show that it has been completed successfully.

#### Detailed marking

The teacher finds the best places in the child’s work that show evidence of the learning objective and then indicates that it has been achieved, usually with a tick. This avoids having to write things that will be largely inaccessible to the child. This might be followed up by a written comment. The teacher can indicate evidence of the learning objectives by using a Success Criteria grid to summarise success at the end of a lesson, **however this is not compulsory.**

Adults will use prompts, reminders and scaffolding to highlight specific improvements to be made to the children’s work.

There are some key types of moving on comments that can be used:

- Can you think of an alternative word for.....?
- Can you think of another word to start this sentence that isn't a noun or pronoun?
- Give me 3 descriptive words to replace.....
- Why have I circled this part of the text?
- Can you rewrite these sentences/words using.....?
- What's wrong with this sentence? (highlight in the text).
- Use 2 sentences that add description to.....
- Which 3 things do you think you have to look for next time you write?
- Show me where 3 full stops are missing.
- Show me where 3 capital letters are not used correctly.
- Scaffold a sentence and ask 'Can you rewrite his sentence using ..... (a fronted adverbial, 2 words that will interest the reader, a comma in the correct place etc.
- Tell me 1 thing that you struggled with today?
- What would happen if.....?
- Where do you think this paragraph should end?
- Can you think of a word that will connect these 2 ideas?
- **Sp / Spx3** - Spelling error/s (either in the margin or above a specific spelling)

With young children and children with special educational needs these prompts are often used verbally.

### **Opportunities for children to read, reflect and respond.**

- Time will be given for children to reflect on their work at an appropriate opportunity using a green pen or a pencil
- While most of the class is making the improvement, time is then available for teachers and teaching assistants to provide verbal feedback and support
- All 'Moving On' comments will be responded to by the children
- Teachers will acknowledge the responses made by children following a moving on comment by initialling or by using a simple comment to indicate that it has been achieved
- Opportunities for self and peer-assessment will be built into lesson plans as part of the editing process.

### **Recognising Independent Work**

Teachers will highlight Learning Objective strips to show if children have:

- I – Completed work independently
- CW – Worked collaboratively with peers or adults
- VF – Received verbal feedback and support.

### **Reporting to parents**

Formal Parent Consultations are offered in the Autumn and Summer Terms. Parents requiring personal interviews at other times are invited to make appointments with the relevant parties at a mutually agreed time.

**Foundation Stage Reports.**

These cover all aspects of the child's development and relate to the seven areas of learning identified for the Foundation Stage. They are sent to parents when the child leaves the Nursery or Reception Class. At the end of Nursery and Reception parents are given the 'Learning Journey' for their child to keep.

**Key Stage 1 and 2 Reports**

The reports produced at the end of Spring term take the following form:

- A detailed English, Maths and Science teacher's comment which outlines the child's performance as it relates to the National Curriculum objectives for that subject.
- A general statement which provides the opportunity for the Class Teacher to comment on aspects of the child's performance which are not directly related to a particular subject
- Attainment levels (below, in line, above) and effort levels (1 – Needs improvement, 2 – Satisfactory, 3 – Good, 4 – Excellent) are given for all other subjects.
- Strengths, Areas to be developed and Ideas for support at home are outlined.
- The SATs results are reported separately, according to the current statutory requirements, although comments about the children's performance in these may be included in the main report. A sentence about where the pupil is working according to national expectations is given in Literacy, Mathematics and Science. It is stated if the child is working at, above or below national expectations for the age group.
- The parents are invited to discuss the written report with the Class Teacher if they wish to do so.

When a child leaves the school during the school year documents are sent to the receiving school in accordance with the current arrangements.

## **Appendix 1**

### **St John's C.P. Ethos and Values**

At St John's we wish to develop in our children are:-

- A determination to do their best in all aspects of school life.
- Self-respect and self-esteem.
- Respect and understanding of others, including their beliefs, values, opinions and property.
- That good manners and acceptable social behaviour are important at all times.
- An understanding of healthy living.
- Recognise the importance of healthy and respectful relationships.

In order to develop these aims and values, it is expected that the staff will:-

- Respond with sensitivity, care and confidentiality to the pastoral needs of all children.
- Value the partnership between school and home ensuring all people with an interest in school are effectively involved in school life.
- Provide a stimulating learning environment which encourages independence.
- Provide a child centered curriculum which motivates and ignites a passion for learning.
- Use assessment to ensure improved outcomes for all children.
- Contribute fully to all aspects of school life and embrace professional development.

## Appendix 2

### Tunstead Primary School Ethos and Values

In order to achieve this, we aim to:-

- enable children to develop a positive self-image, the ability to make healthy choices and a respect for others, building strong foundations from which they can continue to thrive.
- provide a challenging curriculum where children will have every opportunity to develop into curious and interested learners, to grow in confidence and achieve their full potential.
- support and encourage every child to take responsibility for their actions and behaviour and teach them how to develop their skills through self-evaluation.
- be resourceful when using our whole school environment, allowing us to provide a safe inspiring and creative setting from which each individual can benefit.
- set high expectations where all members of our school community understand the importance of working together, valuing each other and one's self to create a reflective and aspiring school.

The values we wish to develop in our children are:-

- High Expectations: Expecting nothing less than the very best of ourselves
- Resilient & Determined: Ensuring self-belief and confidence
- Inquisitive & Curious: Approaching new opportunities with positivity and alacrity
- Collaborative: A community of learners working together

In order to develop these aims and values, it is expected that the staff will:-

- Respond with sensitivity, care and confidentiality to the pastoral needs of all children.
- Value the partnership between school and home ensuring all people with an interest in school are effectively involved in school life.
- Provide a stimulating learning environment which encourages independence.
- Provide a child centered curriculum which motivates and ignites a passion for learning.
- Use assessment to ensure improved outcomes for all children.

Contribute fully to all aspects of school life and embrace professional development.

**Appendix 3****St Johns C.P School**  
**School structure**

The school is organised as follows:-

**Foundation Stage**

Nursery	(Part-time Nursery Unit)
Class R	(Main school)

**Key Stage 1**

Class 1	(Main school)
Class 2	(Main school)

**Key Stage 2**

Class 3	(Mobile)
Class 4	(Main school)
Class 5	(Main school)
Class 6	(Main school)

**Appendix 4****Tunstead Primary School**  
**School Structure**

The school is organised as follows:-

Foundation Stage

Oak Class (Reception) (Mobile)

Key Stage 1

Sycamore Class (Year 1&2) (Main school)

Key Stage 2

Conifer Class (Year 3&4) (Main school)

Birch Class (Year 5&6) (Main school)



**Appendix 5****Assessment Timetable**

			Maths	English	Other
Autumn	Half Term 1	First Week	Reasoning Assessment		KS2 Schonell reading test
		Last Week	Year 1 Phonics Assessments Year 2 Phonics Assessments Year 4 – Times table Check		IEPs Updated
	Half Term 2	First Week			KS2 Schonell reading test
		Last Week	Year 1 Phonics Assessments Year 2 – Phonics Assessments, KS1 SATs 2018 Years 3, 4 and 5 – NFER Year 4 – Times table Check Year 6 – KS2 SATs 2017		Maths, Writing, Reading TA updated Foundation Subjects
Spring	Half Term 1	First Week	Reasoning Assessment		IEPs Updated KS2 Schonell reading test
		Last Week	Year 1 Phonics Assessments Year 2 Phonics Assessments Year 4 – Times table Check Year 6 – KS2 SATs 2018		Year 3-6 Salford Reading Test
	Half Term 2	First Week			KS2 Schonell reading test
		Last Week	Year 1 Phonics Assessments Year 2 – KS1 SATs 2019 Years 3, 4 and 5 – NFER Year 4 – Times table Check Year 6 – KS2 SATs 2019		Maths, Writing, Reading TA updated Foundation Subjects
Summer	Half Term 1	First Week	Reasoning Assessment	Salford Reading Test	KS2 Schonell reading test
		Last Week	Year 1 – Phonic Check Year 4 – Times table Check Year 2 – KS1 SATs WEEK Year 6 – KS2 SATS WEEK		IEPs Updated
	Half Term 2	First Week			KS2 Schonell reading test
		Last Week	Years 3, 4 and 5 – NFER		Year 3-6 Salford Reading Test Maths, Writing,

				Reading TA updated Foundation Subjects
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**Appendix 6****St Johns C.P. School****Online Data Tracker****Scholar Pack****Expected progress and attainment**

<b>Year Group</b>	<b>Start of Year</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>End of Year</b>	
							<b>Expected</b>	<b>Above</b>
<b>Rec</b>	0:0	0:1	0:2	0:3	0:4	0:5	0:6	0:6X1
<b>1</b>	0:6	1:1	1:2	1:3	1:4	1:5	1:6	1:6X1
<b>2</b>	1:6	2:1	2:2	2:3	2:4	2:5	2:6	2:6X1
<b>3</b>	2:6	3:1	3:2	3:3	3:4	3:5	3:6	3:6X1
<b>4</b>	3:6	4:1	4:2	4:3	4:4	4:5	4:6	4:6X1
<b>5</b>	4:6	5:1	5:2	5:3	5:4	5:5	5:6	5:6X1
<b>6</b>	5:6	6:1	6:2	6:3	6:4	6:5	6:6	6:6X1

**Appendix 7****Tunstead Primary School****Online Data Tracker****Pupil Asset**

Year Group	Start of Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year	
							Expected	Above
<b>Rec</b>	40-60 Emb	40-60 Emb+	ELG Beg	ELG Beg +	ELG Dev	ELG Dev+	ELG Emb	ELG Emb +
<b>1</b>	ELG Emb	ELG Emb+	1 Beg	1 Beg+	1 Dev	1 Dev+	1 Emb	1 Mast
<b>2</b>	1 Emb	1 Mast	2 Beg	2 Beg+	2 Dev	2 Dev+	2 Emb	2 Mast
<b>3</b>	2 Emb	2 Mast	3 Beg	3 Beg+	3 Dev	3 Dev+	3 Emb	3 Mast
<b>4</b>	3 Emb	3 Mast	4 Beg	4 Beg+	4 Dev	4 Dev+	4 Emb	4 Mast
<b>5</b>	4 Emb	4 Mast	5 Beg	5 Beg+	5 Dev	5 Dev+	5 Emb	5 Mast
<b>6</b>	5 Emb	5 Mast	6 Beg	6 Beg+	6 Dev	6 Dev+	6 Emb	6 Mast