



Assessment, Recording & Reporting Policy

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Philosophy

We believe the key purpose of assessment is to move children on in their learning. We believe that assessment should measure what we value rather than simply valuing what we are able to measure.

Assessment is a continuous process that provides information on the achievements of a child in relation to clearly defined national criteria.

Assessment is an integral part of our planning, evaluating, recording and reporting cycle. It identifies what the child knows and can do and provides information to guide future learning and teaching in response to a child's individual and/or group needs. The outcomes of our assessments help children become involved in raising their own expectations. Its process is a core part of our whole learning and teaching programme.

Legal requirements

The Education Act 1996 requires that all maintained schools provide a balanced and broadly based curriculum for all registered pupils. At The Hills Academy subjects are taught and assessed in accordance with the current statutory requirements of the National Curriculum 2014 and Development Matters. The EYFS is defined by the Early Learning Goals. Together these provide clearly the content for learning and set attainment targets for learning- ensuring continuity and progression through the school.

Overall Aims

The values and beliefs which underpin the whole school learning and teaching policy also apply to the assessment process – namely that:

- i) In our school everyone is important. We aim to make everyone feel that they belong, so that they want to contribute to each other, the school and the wider community. Assessment should reflect the inclusive ethos / nature of The Hills Academy. Everyone in the school community has the right to be provided with appropriate opportunities to demonstrate what they know, can do and understand in a form and manner that is accessible and appropriate. Everyone should support each other in developing and reaching high levels of attainment.
- ii) We want everyone to gain as much as they can. The school is a place which offers a wealth of opportunities for learning and development. There is such a lot to learn and our school offers so many ways to learn it. Assessment should reflect the variety of ways in which children learn.
- iii) You can grow here. We expect young people to become more independent as they acquire the skills and knowledge they need to take greater control of their own progress. We hope that each young person who leaves our school will take with them lasting values, confidence in their own ability and the maturity to face future challenges. Pupils should be involved in the assessment process and see it as a tool to develop further learning.

Specific aims

Through the application of good practice in assessment The Hills Academy aims to

- To advance pupils' learning.
- To raise pupils' self-esteem and motivation.
- To involve pupils in their learning and assessment and to help them to know how their learning is progressing.
- To allow teachers and pupils to evaluate the current attainment (where they are at) and plan next steps for learning – at an individual, group, whole school level (this includes assessing pupils' readiness for future learning and identifying the particular help that individuals and groups of pupils need).
- To ensure early identification of children with individual need
- To assess the effectiveness and appropriateness of teaching and learning styles.
- To contribute to the evaluation of the curriculum which is delivered.
- To provide a record and track pupil progress
- To provide a statement of current attainment and progress for pupils, parents, governors, the L.A., future schools, outside agencies and anyone else who supports the child's learning
- To provide information for individual, group, whole school targets.
- To fulfil statutory requirements.

Practice

Two distinct types of assessment have evolved these are

1. Assessment for learning (AfL)... is formative. It informs next steps for learning and is central to effective learning and teaching. It helps to identify the next steps a pupil needs to make progress; it takes account of the pupil's areas for development and the areas of strength.

AfL is the 'process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.' Assessment Reform Group, 2002

Age Related Expectations (ARE), in reading, writing and maths are used for a structured approach to ongoing assessment, has been used effectively, alongside Assessment for Learning, to enable our teachers to:

- Track pupils' progress over a key stages 1 & 2 in reading, writing and numeracy
- Use diagnostic information about pupils' strengths and weaknesses to improve teaching, learning and rates of pupils' progress
- Make more consistent progress and attainment judgements in National Curriculum subjects
- Improve the quality, consistency and smooth progression of teacher assessment

ARE assessment is designed to:

- provide a full picture of pupils' strengths and weaknesses (for teachers, pupils and parents/carers) in relation to national standards
- offer a secure basis for pupil tracking
- give insights which directly inform future planning, teaching and learning in the course of a year

- analyse by strands with each subject the relative strengths and weaknesses of each pupil
- engage teachers and learners in all year groups in ongoing assessment to raise attainment and ensure good or better progress

2. Assessment of learning (AoL)... is a summative process. It summarises learning that has happened at a given point in time – it provides a snapshot of what has been learned (both in terms of attainment and progress). AoL is more associated with judgements based on grades and ranks and with public accountability

Both are summative and formative assessment methods are essential in raising standards and are key professional skills. Assessment for learning, essentially, promotes future learning and Assessment of learning describes and labels past learning.

Good assessment practice will:

- Raise standards of attainment and behaviour, and improve pupil attitudes and response
- Enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Guide and support the teacher as planner, provider and evaluator
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- Draw upon a wide range of evidence using a variety of assessment activities
- Track pupil performance and in particular identify those pupils at risk of underachievement
- Provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- Provide information which can be used by parents and or carers to understand their pupils' strengths, areas for development and progress
- Provide information which can be used by other interested parties
- Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against similar schools, the learning community and national standards

ASSESSMENT FOR LEARNING AfL	ASSESSMENT OF LEARNING AoL
Validity paramount- we do it because it is worth it and it does what it claims to do	Reliability paramount-if we do it again the same way we will get the same outcome
<p>Purposes- Assessment for learning will</p> <ul style="list-style-type: none"> • Provide insight into pupils' learning for both pupils and teachers • Promote success for all • Support the target setting process • Enable continuous reflection on what pupils know now and what they need to know next • Measured what is valued • Promote immediate intervention and link judgements to learning intentions • Raise standards capacity 	<p>Purposes - Assessment of learning will</p> <ul style="list-style-type: none"> • Provide a summary judgement about what has been learned at a specific point in time • Establish national benchmarks (KS1 SAT's and Phonics testing) about what children can do and about school performance • Show what pupils can do without support • Inform the target setting process • Hold the school to public account • Promote subsequent intervention
<p>Implications for teaching The teacher will:</p> <ul style="list-style-type: none"> • Provide continuous oral and written feedback which identifies strengths and the next step for improvement • Promote pupil involvement in self-assessment e.g. traffic lights • Act on insights gained to inform curricular targets • Plan against what children know/can do/ understand • Make standards and objectives explicit to pupils • Promote inclusion by attending to all pupils' learning needs particularly for pupils who are at risk of underachievement and key groups of learners • Engage pupils in rich questioning with 'wait' time • Build in time for focused observation of teacher-directed and child-initiated activity 	<p>Implications for teaching The teacher will:</p> <ul style="list-style-type: none"> • Maintain accurate formative assessment records for each pupil (Learning Journeys and Learning Journals). • Provide a periodic summary through teacher assessment (e.g. hibernation sheets, skills ladders, pupil progress meetings, report cards and tests). • Identify gaps in pupils' knowledge and understanding • Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
<p>Implications for teaching The teacher will use a range of strategies:</p> <ul style="list-style-type: none"> • thumbs up / thumbs down • talk partners • line of confidence • 3 Stars and a wish 	

<ul style="list-style-type: none"> • WALT/WILF • Success Criteria • Rich questioning • think time • mind maps • KWL (What I know, want to know and want to learn next) • self/peer assessment • traffic lights • concept maps • 'no hands up' (selective questioning). 	
<p>Impact on learning and the learner The pupil will:</p> <ul style="list-style-type: none"> • Know what to do to improve • Know what standards are required • Know what has been achieved against known success criteria and what to do next • Gain confidence, motivation and self-esteem as a learner • Improve own self-evaluation skills • Make progress 	<p>Impact on learning and the learner The pupil will:</p> <ul style="list-style-type: none"> • Be able to gauge own performance against given criteria (e.g. success criteria, age related expectations, learning objectives)
<p>Issues for management Managers will:</p> <ul style="list-style-type: none"> • Define clear roles, systems and responsibilities in relation to assessment activities • Make arrangements to monitor the progress of individual pupils and diverse pupil groups (e.g. work scrutinies and pupil progress meetings) • Monitor the quality of teacher assessments. • Keep parents/carers informed and involved (e.g. learning journals, termly report cards, parents' evenings). • Use assessment information to inform the school development plan and identify learning and training needs, taking account of diversity and the promotion of race equality 	<p>Issues for management Managers will:</p> <ul style="list-style-type: none"> • Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements • Monitor the delivered curriculum • Provide, use and analyse data to promote public scrutiny enable external accountability and raise attainment • Involve governors in their accountability role • Keep parents/carers informed and involved • Use assessment information to inform the school development plan and identify learning and training needs • Monitor the impact of the planned curriculum and compare performance across different subjects (e.g. skills ladders, SLT work scrutiny) • Analyse data to identify groups at risk and to focus intervention on underachieving pupils

Curriculum organisation

National Assessment

Standard Assessment Tasks and Tests

Year 2 staff administer and mark the SATs in May each year in line with QCA guidelines. The school is audited on a regular basis to ensure the correct administration of the test and tasks, marking is also audited for accuracy. KS1 and 2 staff practise levelling work against National Curriculum age related expectation criteria in key stage or year group moderations. The Foundation Stage and year 2 staff attend Borough work moderations and SAT courses as appropriate or whenever changes to the testing arrangements occur. These assessments provide a combined picture of how the child is achieving on a national scale and also a personalised score where their age is taken into consideration.

Year 1 staff administer and mark Phonics tests in June in line with QCA guidelines

School Assessment

The Early Years Foundation Stage

Details of the assessments undertaken in the Early Years Foundation classes are detailed in the Early Years Foundation Stage Policy. The Early Years profile (updated May 2012) assess pupils across 3 prime and 4 specific areas of learning. School based attainment on entry is assessed and updated quarterly. Formative assessment is undertaken through the interactive learning diary software which creates an e-journal for each child and captures their progress in the EYFS seven areas of learning. The e-journal is shared with parents at consultation sessions in both October and February. The year-end journal forms part of the summative assessment together with statutory EYFS profile data, detailing whether the children are Emerging, Expected or Exceeding their Early Learning Goals. This data is then forwarded to Year 1 teachers to inform and support their future assessment

Planning

Staff meet as a year group each week to plan the lessons for the week ahead. Medium term plans are in place for each subject. These lesson plans are discussed in the year group planning meeting and any modifications to the structure or pitch of the lesson is noted in the planning folder together with the use of adult support. Staff evaluate the Literacy and Numeracy lessons, annotate planning that has been taught and assess the learning of individuals or groups, including the regular use of AfL methods across all subject areas to inform the planning for the next day. Following this reflection it is good practice to amend planning for the following day to take account of insights into pupils' learning from the previous day.

Next Steps

All children in KS1 and KS2 are made aware of their next steps in English and Mathematics based on the Age Related Expectations attainment foci.

Pupils' numeracy and extended writing receive regular in depth marking and show pupils how to address misconceptions, how to improve, correct or identify their next steps. This is outlined in the subject specific marking sections of the Marking, English and Maths Policy. In Foundation stage and KS1 the focus is on oral interaction and explanation of the targets from the teacher. In years 1 - 4, teachers use the pink and yellow marking method to assess pupil work against both their individual targets and the explicit 'success criteria' set out for each extended writing task. Reception introduce the yellow and pink marking, for pink they use 'remember'.

The Special Needs Co-ordinator tests Year2,3 and 4 spelling ages in December and Year 1-4 in July to help class teachers ensure that children are accurately matched to the reading age of the scheme books.

Further details of assessment in the different areas of literacy are detailed in the relevant policies.

SEN testing

School based testing that is carried out by the Special Needs Co-ordinator is detailed in the assessment timeline and the Individual Needs Policy.

SENDCO (Special Educational Needs and Disability Coordinator) keeps up-to-date overview showing the interventions a pupil has received during their journey through the school.

Records of individual testing and a child by child overview of pupil interventions will be updated termly on a year group spreadsheet detailing referrals and outcomes.

Termly assessment

Termly assessment will be made using the ticks against the Age Related Expectations evidencing individual pupil progress in the Learning Journals for reading, writing and maths.

In the other subjects skills ladders show pupil attainment in science and the foundation subjects against subject specific skills.

Reports to parents

Year-end reports are provided to all EYFS parents. Nursery children receive a summative report based on the EYFS Development Matters statements covering all Prime and Specific areas. Reception children receive a summative report based on their attainment against the EYFS Early Learning Goals. All reports will contain the child's characteristics of effective learning.

KS1 and KS2 report to parents each term using the termly report cards. These show pupil attainment and progress and are based on individual pupil progress in the Learning Journals. Staff use personalised comments in English and Mathematics each term and across the year we include comments about French, R.E and a range of foundation subjects which accurately reflect an individual child's learning. Pupils also complete a section outlining their achievements and identify their own next steps. Parents are encouraged to add to the record of the child's achievement and the complete report cards are added to the Learning Journey to form a cumulative picture, over time, of a pupil's progress during their time at The Hills.

Appendix 3

Learning and Teaching

At The Hills Academy we believe that a variety of learning and teaching styles and effective classroom organisation, are necessary in order to maximise the significant contribution that

the accurate assessment of each child's attainment makes to pupils all round development. These are detailed in the Learning and Teaching Policy.

Differentiation

At The Hills Academy we ensure that appropriate activities are available by setting suitable learning challenges and responding to pupils diverse learning needs. Opportunities for extension and enrichment are built in to all our schemes of work.

Strategies for supporting pupils with particular needs are detailed in the 'Special Educational Needs Policy' and 'Curriculum Enrichment Policy'.

Equal opportunities

The Hills Academy is committed to working towards equality of opportunity for all children, regardless of age, ability, gender, race and social circumstances.

All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible.

Inclusion

There is a commitment to inclusive practice. Inclusion is the responsibility of everyone in the school. The Special Educational Needs and Disability Act 2010 provides a revised statutory framework for inclusion. It strengthens the right of children with SEN to attend a mainstream school, unless their parents choose otherwise or if this is incompatible with "efficient education of other children" and there are no "reasonable steps" which the school and LEA can take to prevent that incompatibility.

Alongside the act, the Disability Discrimination Act 1995 (DDA) and the Disability Equality Duty (DED), introduced into the DDA in 2005, place new duties on schools not to treat disabled pupils less favourably than others and to make "reasonable adjustments" to ensure that they are not disadvantaged. This may involve disabled pupils receiving more favourable provision.

Assessment, recording and reporting

Pupil assessment is the responsibility of the class teacher within the whole school framework. Pupil records are kept in accordance with the whole school policy. Effective use of both summative (AoL) and formative (AfL) assessment methods, the Learning Journal Age Related Expectations (A.R.E.) , termly skills ladders, work moderations and school based testing are undertaken ensuring that the A.R.E.s or areas of learning in each year group are covered over the year.

Monitoring and evaluation

Procedures are in place and are detailed in the tri-annual time-table for monitoring and evaluation which is distributed to all and displayed in the staff room.

Insets and Twilight training

Inset and twilight trainings will be provided as identified in the School Development Plan. Directed time for year group assessment tasks is outlined in the annual staff meetings schedule.

Resources

KS1 SATs and Phonics test materials are confidential and must be stored in a locked cupboard. The appropriate number of tests and tasks at each level are ordered annually, large print copies are available. Specific guidance about when the papers may be opened or modified for SEN pupils is detailed in the KS1 assessment handbook is available online at NCA tools website

Out of hours learning

Homework is set as detailed in the Homework Policy.

Policy and guidelines review

Procedures are in place and are detailed in the tri-annual timetable for monitoring and evaluation. There is annual timetable of work scrutinies, SLT scrutinies etc which is outlined in appendix iv.

Appendix i

Assessing Age Related Expectation (ARE) records

Intervention	ARE targets (personalised/ group)	Evidence (what)	Evidence (where)	Adult support /corrections
Reading Partnership	ARE sheet	X10 weekly sheet (highlighted/ ticked question/s to show where question is which date refers to, I added to record sheet)	Copy of question/observation sheets given to class teacher, with ARE dated sheet original kept by SENCO	///
Guided reading	Group target	Group record sheet	In guided reading folder for the group	///

Literacy group (SENCO)	Group targets	Books	With SENCO all year and available for scrutiny	<ul style="list-style-type: none"> • I on ARE sheet to show independent/supported work • Sentences marked I/V • Page initialled bottom right and ARE noted on page
Literacy (individual)	3-5 Targets personalised by class teacher with pink spot. TA to make class teacher aware when new targets are needed	Red books possibly a few sheets	Books kept by TA all year and available for scrutiny. Any sheets with an I to class teacher at end of intervention. The dated year group spelling record will be kept centrally.	<ul style="list-style-type: none"> • I on ARE sheet to show independent/supported work • Sentences marked I/V • Page initialled bottom right and ARE noted on page
Numeracy group (VT)	Group ARE targets	Photos/sheets	To class teacher at end of 10 week session	<ul style="list-style-type: none"> • C for corrections with original answer NOT rubbed out • AS for questions which have needed adult support • I on ARE sheet to show independent work
Numeracy group (N.Pointon)	Update class teacher targets in learning journals	Separate book	Kept by NP all year and available for scrutiny	<ul style="list-style-type: none"> • C for corrections with original answer NOT rubbed out • AS for questions which have needed adult support • Green tick in LJ
Numeracy individual	3-5 Targets personalised by class teacher. TA to make class teacher aware when new targets are needed	Worksheets (only return independent work)	To class teacher at end of intervention	<ul style="list-style-type: none"> • C for corrections with original answer NOT rubbed out • AS for questions which have needed adult support • I on ARE sheet to show independent work
Numeracy ICT group	Group ARE targets	Skills sheet dated	To class teacher at end of intervention	

Appendix ii

Responsibilities

Headteachers

All headteachers at participating schools have a duty to ensure that:

- the requirements in the ARA (Assessment and reporting arrangements) are implemented in their school
- teachers and other staff comply with the assessment and reporting arrangements
- the deadlines in the ARA are met

These requirements are summarised below. Please refer to the relevant sections of the ARA for further detail.

Phonics screening check

Headteachers at maintained schools and academies must:

- identify which year 1 pupils should take the check, including any registered at maintained nursery schools who will reach the age of 6 before the end of the school year
- identify any pupils who should take the check in year 2 because they didn't take it in year 1
- ensure that the security of the check materials is maintained and that the integrity of the check is not compromised
- ensure their teachers score pupils' responses accurately and consistently
- complete and submit the headteacher's declaration form on the NCA tools website once the check has been administered
- comply with national data submission requirements by submitting their check results to their school's governing body

End of key stage 1 tasks and tests

All headteachers must:

- identify which pupils should take the end of KS1 assessments
- ensure the appropriate assessments are administered
- keep all assessment materials secure and treat them as confidential for 3 years
- ensure that the specific content of all assessment materials is not used to prepare pupils for the tests
- ensure that the correct administrative procedures are followed
- ensure pupils' responses are marked accurately and consistently

Headteachers should also give teachers enough non-contact time to administer and mark the tests.

Teacher assessment

All headteachers must:

- ensure levels for reading, speaking and listening, mathematics and science are recorded and judgements are monitored
- comply with the guidance on the external moderation of teacher assessment (TA), including visits by local authority (LA) or STA representatives
- ensure their school has an appropriate system to record and submit data to their governing body by the end of the summer term to enable it to comply with national data submission requirements
- ensure that the data reflects any changes made as a result of LA moderation

Headteachers should also give teachers enough non-contact time to make their TA judgements. LAs should notify STA if submitted data differs from the moderated data. This will be investigated as possible maladministration.

Reporting to parents

Headteachers at maintained schools, including maintained special schools, must provide parents with written reports on their child's progress at least once in each school year. They must give parents an opportunity to discuss the report. This is noted in the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437.

The report must start from the day after the last report was given. It must be available to parents before the end of the summer term.

The report must cover the pupil's:

- achievements

- general progress
- attendance record

Where appropriate it must also include results of any:

- national curriculum tests, by level
- Religious education

Religious education is a statutory subject for all pupils registered at a maintained school, except for pupils:

- in nursery classes
- who have been withdrawn by their parents under section 71 of the School Standards and Framework Act 1998

It is a general requirement that schools report pupils' progress in religious education to parents. There is no required format for reports.

Requirements for reporting on pupils with special educational needs are set out in paragraph 2 of Schedule 1 to the Education (Pupil Information) (England) Regulations 2005. This includes specific headings which you should use when reporting on English, mathematics and science.

Keeping and maintaining records

Headteachers at maintained schools, including maintained special schools, must ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file (CTF). This is noted in the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437.

Appendix iii

Termly Pupil Report Cards

Attainment (how many ticks are on the Learning Journal pages)

These 5 bands are a comment on a child's attainment compared to their age related expectations for this point in the school year.

Progress (how many more ticks since last term)

A child's progress through the statements is now silver, pink, green, blue, yellow. We have used colour bands to avoid confusing progress with attainment.

Yellow means a child's progress requires significant ongoing support.

Blue means we would like to provide/continue to give a child's progress further support.

Green means a child is making expected progress.

Pink means progress beyond that.

Silver is for those few pupils who make exceptional progress.

We encourage parents to be aware that attainment and progress will not necessarily move at the same rate, e.g. an above average child can maintain that attainment between terms by making green progress. Similarly a below average child can make pink progress due to an intervention.

Attainment	Progress
Well above average	SILVER
Above average	PINK
Average	GREEN
Below average	BLUE
Well below average	YELLOW

Appendix iv

ASSESSMENT TIMELINE

SEPTEMBER	Cohort profiles Lesson grid preparation KS1 & 2 Learning journals, Skills ladders & intervention grids - ongoing Neale analysis- years 2,3,4 reading age for reading partnership SEN individual reading, SPLD & Vision testing as required – ongoing Beanstalk reading testing Whole school SPAG evening EYFS reading evening
OCTOBER	FS Development Matters and Early Learning Goals - ongoing EYFS Baseline assessment Consultation evening sheets Work / book scrutiny Literacy & Mathematics (presentation marking high expectations h/w books & journals)

	<p>Year 1 Phonics evening Action plans and targets on perspective Governors to observe skills ladders and children's report comments</p>
NOVEMBER	<p>Report card comments Learning journals – update Interventions update Hibernation sheets Individual pupil sheets Targets reviewed after consultation evening (Years 1 and 3 -end of year and end of KS, year 2 and 4 end of year) class identification sheets completed with class challenge, adult support etc. Year 2 SATS information evening Pupil Progress meetings Pupil report cards</p>
DECEMBER	<p>FS Development Matters and Early Learning Goals- ongoing EYFS Progress update Skills ladders update Years 2,3,4 spelling tests</p>
JANUARY	<p>Work / book scrutiny Literacy & Mathematics (presentation marking high expectations h/w books & journals) Neale analysis- year 2,3,4 reading age for reading partnership</p>
FEBRUARY	<p>EYFS Maths information evening Consultation evening sheets Report card comments Learning journals – update Interventions update Review spelling test used in school</p>
MARCH	<p>FS Development Matters and Early Learning Goals- ongoing EYFS Progress update Hibernation sheets Individual pupil sheets Targets reviewed after consultation evening (Years 1 and 3 -end of year and end of KS, year 2 and 4 end of year) class identification sheets completed with class challenge, adult support etc. Pupil Progress meetings – governors to observe Pupil report cards Skills ladders update</p>
APRIL	<p>Work / book scrutiny Literacy & Mathematics (presentation marking high expectations h/w books & journals) Neale analysis- years 2,3,4 reading age for reading partnership</p>
MAY	<p>KS1 SATs Work sampling in KS / year group, feedback sheets to SLT Report card comments Learning journals – update Interventions update</p>
JUNE	<p>FS Development Matters and Early Learning Goals- ongoing EYFS ELG profile - summative KS1 Phonic screening Hibernation sheets Individual pupil sheets Skills ladder update Pupil Progress meetings</p>

	<p>Pupil report cards</p> <p>Year 2 SAT evening for parents</p> <p>Review action plans / targets on perspective</p>
JULY	<p>Year 1, 2,3 and 4 parallel spelling test</p> <p>Reports to parents Nursery – Interactive Learning Diary, EYFS – word document</p> <p>Skills ladder update</p> <p>Analysis of EYFS & Years 1, 2,3,4 results, national data, year on year, levels breakdown, gender and ethnicity</p> <p>Transfer of assessment information to next class & middle schools</p>