

# Grovelands C P School



## Assessment Policy

DRAFT JANUARY 2019

## **Approach to Assessment and Progress Tracking in the New Curriculum**

We have an effective assessment system that will meet the needs of all school stakeholders and support the school in embedding the DfE 'Assessment Principles', 2014.

This has been developed to ensure that the data from school to pupil level is presented and recorded with clarity and consistence.

It also seeks to embrace the mastery model with a focus on embedding rather than pace.

### **Our Assessment System**

Assessments should have a purpose at every level for everyone involved:

- Pupils should be given appropriate feedback on their learning from the formative assessments carried out by the class teachers.
- Class teachers should be able to use formative assessment to support planning and implementation of a curriculum designed to meet the needs of the learners.
- Teachers and school leaders should be able to use assessment to help ensure that the pupils who need specified intervention are quickly identified, appropriately supported and monitored so that all can fully achieve their potential and no one is left to struggle behind.
- School leaders should be able to use summative assessment as a tool for monitoring the progress and attainment pupils make, to ensure the school is helping pupils achieve their potential.
- Parents should be able to get a clear and accurate sense of their child's achievement and progress as well as areas where they can support development.
- Governors should be able to use data to ensure the school is supporting pupils learning effectively.
- Schools can provide data for inspection teams to show how children are performing.

Target Tracker, our assessment system has been developed carefully to meet DfE guidance and our philosophy of Assessment.

## **Roles and Responsibilities**

**Governing Body** – monitor progress data with support from Head Teacher & Deputy Headteacher

**Headteacher /Deputy Headteacher** –moderate assessments, provide data analysis reports to staff and governors. Ensure targets are set and rigorously compared with national data. Hold teachers to account in pupil progress meetings and in performance management

**Inclusion Lead** - to monitor the difference between progress and attainment of pupils with SEN and pupil with no SEN and act with the Senior Leadership team to support teachers to diminish this difference.

**Subject Leaders** - English and Mathematics Leaders will moderate assessments in staff meetings, phase leader time and when scrutinising work books. Source materials for assessment and provide support and guidance to other staff

**Teachers** – Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as SLT. Update Target Tracker regularly to inform planning and monitor progress.

**Teaching Assistants/ Individual Needs Assistants** - provide feedback to teachers on progress and attainment of pupils they work with

**Parents/Carers** - support children at home with their learning and with homework

**Pupils** - complete work to the highest standards in order to make good progress in school.

## **Tracking attainment with Statements**

At its heart, any assessment tool must have Assessment for Learning and this is the fundamental building block on which any more expansive data must sit.

The new National Curriculum has set out clear expectations for what children should achieve by the end of each key stage and, for English, Maths and Science has provided guidance as to when in each phase the content should be covered. The programme of study expected end of year outcomes have been adapted to help support practitioners in making their step judgements over each academic year.

## **Tracking Attainment and Progress with Steps**

To track pupil attainment we use a system of steps. This performs the function of communicating progression and attainment in a simple format that may be aggregated to produce reports of overall and average progress. This is based on a carefully considered logical approach to assessment.

The terminology has been selected for consistency and clarity but also to avoid any suggested judgement when describing the attainment of pupils working below the expected band for their year groups.

Each band has been broken down into six steps:  
beginning (b)

beginning +(b+)

working within (w)

working within +(w+)

secure (s)

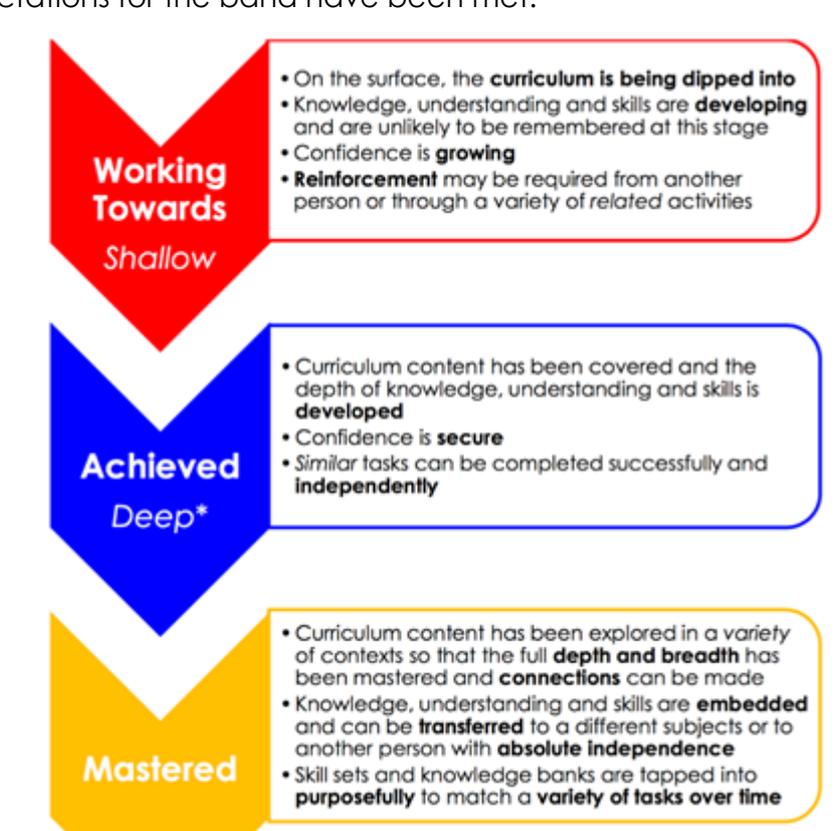
secure +(s+)

The three broader sections may be thought of in these terms-

beginning – Pupil learning is chiefly focused on the criteria of the band, there may be minimal elements of the previous band still to gain complete confidence in.

working within – Pupil learning is fully focused on the criteria for the band. This is a teacher best fit decision but could be informed by statement assessments between around 40% and 70% achieved.

Secure - Confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining through confidence in some minimal elements but the broad expectations for the band have been met.



Where the sections have been broken down into steps this is designed to allow the practitioner to represent and report progress for a pupil where they may not feel that the best fit is within the next section. For example, a pupil may be assessed as Band 2 Beginning in the Autumn term in Year 2. The next time the practitioner records a summative assessment they may not feel that the pupil has progressed to Working Within, but the pupil has made progress. An Assessment of Beginning + allows that progress to be represented and will feed through to overall class and key stage reporting.

At appropriate termly or half termly intervals practitioners select a step to show where each pupil is working. Lower achiever pupils may be working at a band outside of their current year, and can be recorded as such.

Practitioners may assess steps in English, Maths and Science.

We monitor pupil attainment in the context of age related expectation and progress over time to help children reach the new secondary ready standard.

Secure + effectively represents the consolidation of the band and, while pupils will still need to pass through it in the following year, it allows settings to identify pupils who, while still operating at age related expectations, have attained a more through and wide ranging grasp of the context and concepts. Secure + demonstrates the foundation from which a pupil may proceed onto the criteria in the following band.

The New Curriculum allows schools to have the flexibility to introduce content earlier or later than set out in the programme of study. It is important for children to have opportunities to apply their understanding in a range of challenging real life contexts, and to demonstrate their mastery of a particular skill at a deep and through level before moving on. We would expect children who are secure (s) in the band of statements they are working on to have these experiences and therefore be working at the secure +(s+) step before being assessed against the following year band statements.

### **Setting targets for progress**

To allow for the tracking and analysis of progress in a statistical context we have adopted a one point scale.

To reach through coverage of the band, children should reach the secure (s) step by the end of the appropriate year. To move from secure (s) in one year band to the next is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term.

Year 1 Autumn 1 assessment	End of Year 1 target					
40-60s+	1s	2s	3s	4s	5s	6s

### **Pupils working below band 1 and pupils with SEN.**

Year 1 pupils who are working below the beginning of the Year 1 band could still be assessed in the EYFS 40-60 w, 40-60 w+, 40-60s or 40-60s+ month band steps. We continue to assess Year 1 pupils using the statements from the EYFS month bands in the autumn term.

From spring term in year 1 pupils are assessed as working below key stage standards:

Key Stage 1	
Working at greater depth	
Working at Expected	
Working towards expected	
Standard 4	Previously 'Foundation for expected'
Standard 3	
Standard 2	
Standard 1	Previously 'P scale 5-8'
P Scales 1-4	

Key Stage 2	
Working at greater depth	
Working at Expected	
Working towards expected	
Standard 6	Same as KS1 'Working at expected', replaces 'Growing development'.
Standard 5	Same as KS1 'Working towards expected', replaces 'Early development'.
Standard 4	Previously 'Foundation for expected'
Standard 3	
Standard 2	
Standard 1	Previously 'P scale 5-8'
P Scales 1-4	

## **Moderation**

Moderation is important to ensure a consistent approach in assessment throughout the school.

### **Consistent Language**

### **Consistent Practice**

### **Consistent Approach**

#### **To achieve this we will:**

- meet termly within both year groups or cross phase, to moderate either reading, writing and maths assessments against age related expectations
- moderate work through planning and work scrutiny, reporting outcomes to members of staff and to inform SDP and CPD
- participate in moderation schemes in the Local Authority for EYFS, KS1 and KS2
- moderate across the alliance partnership schools (EIP)
- EYFS to moderate 3 times per year in cluster groups

## **Reporting**

Reporting to parents / carers should inform them about their child's achievements, abilities and future targets, as well as their personal and social development.

#### **To achieve this we will:**

- provide opportunities for two parent consultation evenings to discuss pupil progress and be informed of pupil targets.
- provide written reports in terms 2 and 6 (which include results of statutory tests and assessments) and give information relating to attendance, progress and attainment
- End of year reports will share the information of where the child is working. The terminology will be:  
Working below end of year expectation  
Working within end of year expectation  
Working above end of year expectation
- We will discuss pupil progress at the request of parents

**Supporting documents for this policy**

- Teaching and Learning Policy
- Effective Feedback and Marking policy
- Behaviour policy
- Home School Agreement
- School Development Plan
- Equalities Policy
- Special Education Needs and Disabilities Policy
- Accessibility Policy