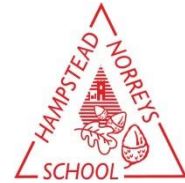




## Assessment Guidance at The Ilsleys and Hampstead Norreys



Our robust assessment system will allow us to have clear and accurate data to ensure that all our pupils make at least the expected standard with a proportion of children exceeding the expected standard.

This document will outline how we assess our pupils, track progress and report to parents and governors.

### **Early Years Foundation Stage**

EYFS will be reported separately under the current system which tracks every term according to a baseline assessment. This takes place in the first seven weeks of school. The middle of June will be the cut off point for assessing EYFS. This data will provide information to enable us to make predictions for the end of KS1. The expected standard is that all children will achieve a judgement of 'expected' with an aim of an 'exceeding' judgement upon the completion of foundation stage.

### **Key Stage 1**

An overall assessment will take place for those pupils in Year 2. The information around these pupils will include an end of key stage national curriculum test and teacher assessment. This will provide an overall picture of the pupils' progress.

### **Key Stage 2**

All pupils in KS2 will take part in an end of year test for Reading, SPaG and Mathematics. Children will be given a standardised test score. In these tests, children will no longer be levelled according to the old system but will be assessed as either "working at expected standard" or "not working at expected standard". Writing will still be teacher assessed and children will be assessed as "working towards the expected standard", "working at the expected standard" or "working at a greater depth within the expected standard". When we submit data to the LA there are also other categories which include 'working towards the expected standard'. The scaled score above 110 is a high level of attainment. 100 is the average scaled score.

### **Moderation/Quality Assurance**

Progress of pupils will be tracked termly (three times) throughout the year. This will allow sufficient time to gather evidence. Teachers will submit a tracker and tracker analysis. The analysis will include information on what has worked well and what needs to be improved on. Then moderation will take place amongst all teachers. The schools will also take part in local authority moderation. Quality assurance by the LT will include checking that levels given on trackers correlate to the evidence in children's books. Moderation is where teachers will agree what levels look like.

Teachers will get invited to an 'accelerated progress' meeting for those pupils 'working at 'or 'below' the 'expected standard'. Teachers will be expected to evidence and justify progress.

## Timeline

<b>September</b>	<ul style="list-style-type: none"> <li>Teachers submit a start point for each child that uses data from the end of the previous year – each child will start on -0 mini medals as they are starting a new year therefore a new curriculum</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>Teachers submit current data and analysis for each child in Reading, Writing and Mathematics</li> <li>Quality assurance takes place by LT</li> <li>Pupil progress meetings take place</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>Teachers submit current data and analysis for each child in Reading, Writing and Mathematics</li> <li>Quality assurance takes place by LT</li> <li>Pupil progress meetings take place</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>Teachers submit end of year data and analysis for each child</li> <li>Pupil progress meetings take place</li> <li>Work is moderated</li> </ul>
<b>July</b>	<ul style="list-style-type: none"> <li>Pupil transition meetings take place with current and new teacher to share data</li> </ul>

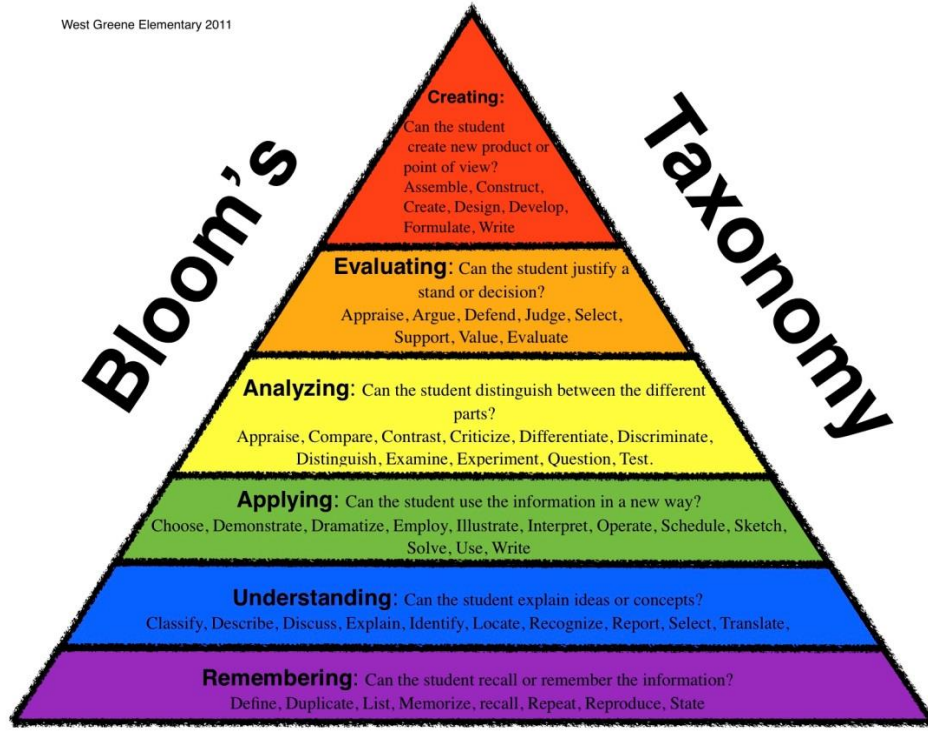
Accelerated progress meetings take place every half term.

The LT will also monitor the quality of planning and work in books at termly intervals throughout the year.

## Our assessment system – what does it look like

<b>Medal</b>	<b>Skills from Bloom's Taxonomy</b>	<b>National level</b>
Bronze	All pupils will be able remember the knowledge they have been taught	Working towards expected standard
Silver	All pupils will be able to use the skills/knowledge they have been taught and apply them	Reached expected standard – age related expectations
Gold	All pupils will have the ability to analyse, create and evaluate the skills/knowledge they have been taught as well as explain, teacher others and demonstrate an ability to work at a deeper level	Exceeded expected standard – 'Gold' is exceptional

In line with the metacognition cognitive crew we would expect 'greater depth' children to be looking at justifying and evaluating their learning as well as problem solving with a level of independence



Tracking attainment			
	Working towards the expected standard	Reached the expected standard	Working at greater depth within the expected standard
Medal	Bronze	Silver	Gold
Year 1	1b	1s	1g
Year 2	2b	2s	2g
Year 3	3b	3s	3g
Year 4	4b	4s	4g
Year 5	5b	5s	5g
Year 6	6b	6s	6g

Tracking progress	
Expected progress	0 mini medals to Silver (4 mini medals)
Above expected progress	0 mini medals to Gold (5 mini medals)
Accelerated progress	0 mini medals to Gold (6 mini medals)

Start point for that year	-Bronze	Bronze	-Silver	Silver	-Gold	Gold
0	1	2	3	4	5	6

- To achieve each medal, children must be secure and fluent with all the objectives within it; excluding those children that have one specific area of weakness e.g. spelling, handwriting or grammar (Sept 2017).
- If children are working within that medal but all objectives are not yet learnt, or they are not secure and fluent in all objectives, a minus (-) medal can be reported. For example, if a Year 2 child is working within bronze, but is not yet secure and fluent or has not yet achieved all

of the objectives, they will be awarded a 2b-;

- The expectation is that **all** children begin on 0 mini medals with the exception of SEN children who may need to begin at an appropriate medal from a previous year. This will allow the teachers to plug any gaps as quickly as possible; these children will be discussed at 'accelerated progress' meetings.

### **How do we ensure our parents understand the different approach to the new national curriculum and our assessment?**

To ensure all children reach the national expected standard, schools are required to challenge pupils through deepening their learning. This replaces the old system where children would move through levels, not always ensuring that they had a sufficient depth of knowledge for their age. Teachers have the flexibility to teach at a pace that allows all pupils to gain a secure and fluent understanding of the curriculum for their age. In lessons, you will see a variety of challenging and interesting learning experiences that require our pupils to think at a deeper level. Teachers will be going deeper with the learning experiences they offer by encouraging children to analyse, evaluate and consolidate their existing skills and knowledge as well as developing reasoning skills.

### **How will we report to parents?**



## Hampstead Norreys CE and The Ilseleys Primary Schools Summer Term 2014 – Year Progress Report



Pupil Name:

Subject	Current attitude	Current attainment
Reading		
Writing		
Mathematics		

#### Attitude Grading

- 4 Outstanding – applies themselves fully to the task and shows self-motivation
- 3 Good – offers good application and will accept recommendations to improve
- 2 Satisfactory – demonstrates enough to maintain engagement but can be inconsistent
- 1 Improvement Needed – displays unwillingness to attempt tasks and make progress. Sometimes distracts others or becomes disengaged

Termly progress reports will be given to parents in December and March. More detailed end of year reports, covering all areas of the curriculum and providing targets, will be given to parents in July before the end of the academic year.

Parents will now get a copy termly of Reading, Writing and Maths rubrics (attached in back of books) so they can clearly see what their child has learnt and what they are currently working on.

### **What should be in our assessment files?**

We will have separate files for each year group. This will allow the leadership team to monitor and track progress according to work that is presented in books. Each section should be labelled clearly using dividers and placed in the following order:

- Up to date tracker grids
- Detailed tracker analysis
- Coverage tracker for Reading, Writing and Maths – one for each whole term
- Science trackers
- Copies of observations and learning walks