FEDERATION OF

FOLLIFOOT&SPOFFORTH
CHURCH OF ENGLAND PRIMARY SCHOOLS

Love Learn Thrive

Assessment & Tracking Policy

Most Recent Update December 2018

Most Recent Updates

1. Clarity on difference between assessment and tracking (page 1).
2. Removal of correlation to % of statements achieved and given steps bands (page 7).
3. Updated narrative descriptors relating to assessments bands (page 7).
4. Retention of Yr5 English books until end of Yr 6 (page 9).
5. Updates re EY baseline (Page 3)
6. Clarification of progress in EY (Pages 4&5) and KS1 (page 11)

Our assessment policy takes into account the key principles of the Final report of the Commission on Assessment without Levels September 2015. It is built on our belief that assessment permeates all aspects of quality first teaching and that pupils will only make consistent progress if over time

"today's lesson responds to feedback from pupils' learning in their previous lesson."

Teaching will only have impact on learning if there are practical approaches and systems that continuously focus on securing and deepening all children's learning.

What is the purpose of our assessment?
To identify where our pupils are in their learning and plan their daily learning experiences to ensure pupils make at least good progress during the school year. Daily learning responds to the previous days' assessment. Our assessment responds to all children's learning needs.

What is the purpose of tracking?
Keep a system record of achievement at points in time. Evaluate our current position (year groups, schools, and Federation) at key points in time. Support the making of informed strategic decisions with regard to resources and curriculum. Support and evidence self-evaluation. Assist with setting aspirational yet realistic targets for pupils.

The Federation uses a commercial tracking system that provides some assessment materials that can support teachers. The 'Steps' provided in each band break the curriculum into statements to enable teachers to carry out formative pupil assessment.

What are the Principles of our assessment processes?

Our school system for assessing the curriculum is based upon the following principles:

- Effective feedback based on accurate assessment by all adults in conjunction with pupils is central to our learning principles. Clear pupil friendly systems ensure feedback is acted upon to improve learning.
- Formative and summative assessment is used to improve teaching and learning, curriculum provision and raise achievement.
- Assessment is based upon the work children produce over time in a range of contexts. Test scores are never used as a sole means of assessment.
- Periodic assessment of pupil's independent ability is used as part of the overall assessment process.
- Assessment judgements are carefully moderated with colleagues and other professionals from within and beyond the school (through the Learning Partnership, Teaching School Alliance and Local Authority networks).
- Assessment evaluates how well pupils are doing against year group expectations. This helps identify pupils who might be falling behind and ensures there is challenge for all groups of learners.
- School leaders, including governors, are able to use outcomes reports as a tool to monitor progress and attainment to ensure the school is helping pupils achieve well.
- Parents are provided with a clear and accurate sense of their child's achievement and progress as well as areas where they can support their child's learning.
- The school can provide data for external teams to show how children are performing.
- Data can be easily and efficiently analysed identify patterns and trends.

How do we use assessment to start a new unit of work?
Assessment is used to establish prior learning of all pupils before starting a new theme or topic. In non-core subjects the children are asked what they already know or what they would like to know about the topic, creating their own questions which help to create the learning journey. During core lessons pupils will have be assessed to establish prior knowledge and to identify a starting point. Leading on from this, the initial planning is differentiated to meet the needs of each child and that continues on a daily basis.

How do we use assessment in ongoing daily teaching to meet pupils' needs?
Addressing misconceptions, observations, questioning, annotations on planning by all adults involved in the lesson. Feedback both verbal and in pupil's books that the children respond to. Summarising learning to share with parents via our parental engagement app.

How do we provide feedback after the lesson?
Feedback is age appropriate and is there for the children to act upon and respond to, where appropriate, in line with the schools' marking and feedback policy. At an age appropriate level we encourage pupils to independently consider and review and correct/improve errors and aspects that can be improved upon.

How do we check that learning is embedded over time?
English and Maths assessments are used to assess if knowledge is embedded. The assessments are carried out at least 2-3 weeks after a completed unit of work.
We talk to the children to assess their depth of understanding. Daily responses to feedback and daily marking is constantly checking whether or not knowledge and skills are embedded.

How do we check that gaps in pupils' learning have been addressed?
We act upon assessments to create teacher led interventions to close gaps, outside of the core lessons. We ensure that all children have access to quality first teaching so that gaps close.

How do we moderate the accuracy of our pupils' progress?
Moderation within the school both within and across Key Stages. Moderation beyond the school with our Federated school, learning partnership school and teaching school alliance school. In 2018 – 2019 the Federation is trialling the use of comparative judgements as a method of moderating the assessment of writing. Use of nationally benchmarked assessment via GL Progress Series allows for comparisons with national from Yr2-6 on an annual basis.

How do we summarise pupils' overall attainment and progress over time and at the end of the year?

<u>Early Years (EY)</u>
Pupils are assessed on entry (baseline) and on an ongoing basis as to their progress in the prime and specific areas of learning.

PRIME AREAS:
Communication and language
Physical development
Personal, social and emotional development

SPECIFIC AREAS:
• Literacy – reading and writing
• Mathematics – number and shape
• Understanding the world
• Expressive arts and design

Baseline assessment is a measure of the stage they are at on entry to school (nursery or reception). Judgements are made as quickly as possible typically they will be made and recorded within the first two weeks of a child's entry to school. Where appropriate these assessments will take into account any information provided by parents or pre school settings. For the purposes of the tracking steps the plus + element of each step will not be used. Children will be assessed as beginning, working within or secure in the appropriate development matters age bands.

At the end of the year adults will decide if they are 'emerging', 'expected' or 'exceeding' in these areas. Children who are 'expected' or 'exceeding' in all the prime areas and also in Literacy and Maths will be considered to have achieved a Good Level of Development (GLD). The proportion of children achieving a GLD at the school is one of the measures schools would use to self-evaluate and compare themselves with schools nationally.

In the absence of any national definition of progress in KS1 the Federation applies the following.

Progress from and to	Description	Numerical association on school tracking system
Secure 30-50 to ELG **or** Beginning 40-60 to ELG	Typical Progress	30 -50S to 40-60S (ELG 2) = 6 points on our tracker 40-60B – 40-60S(ELG 2) = 4 points on our tracker Typical Progress in terms of points on tracker is anything between 4 and 6
22-36 to ELG **or** Secure 30-50 to exceeding **or** Beginning 40-60 to exceeding	Better Progress	More than 6 points
Secure 30-50 to 40-60w/w+ (not achieve ELG – emerging on ELG 1) **or** entering 40-60ww to secure 40-60S (ELG 2)	Less than typical Progress	Less than 6 points

Note in relation more able.

Example of a more able pupil scenario

There are occasions where a pupil will enter at 40-60w or very occasionally 40-60s. The maximum attainment they can reach is 40-60S+ (ELG exceeding). In points tracking this would only be 1-3 points progress. In this instance evidence from observations and their work would be needed in order to monitor and evaluate the good progress that they are likely to have made. If there were a number of children in this group it could skew the cohort averages. Analysis of individual pupil progress scores will identify if this is the case. This will be clearly reported in the annual outcomes summary document using the chart below on page 5.

Cohort of 14 – see note above	Less than typical		Self - Evaluation
Communication & Language			
Listening & Attention	3/13	23%	3/3 achieved exceeding which is the highest attainment point available.
Understanding	5/13	38%	5/5 achieved exceeding which is the highest attainment point available.
Speaking	5/13	38%	3/5 achieved exceeding which is the highest attainment point available.
Physical Development			
Moving & Handling	4/13	30%	2/4 achieved exceeding which is the highest attainment point available.
Health & Self-Care	3/13	23%	1/3 achieved exceeding which is the highest attainment point available.
Personal, Social & Emotional Development			
Self-confidence & Self-awareness	4/13	30%	1/4 achieved exceeding which is the highest attainment point available.
Managing feelings & behaviour	3/13	23%	0/3 achieved exceeding which is the highest attainment point available.
Making relationships	3/13	23%	0/3 achieved exceeding which is the highest attainment point available.
Literacy			
Reading	1/13	7%	1/1 achieved exceeding which is the highest attainment point available.
Writing	2/13	14%	0/2 achieved exceeding which is the highest attainment point available.
Mathematics			
Number	5/13	38%	4/5 achieved exceeding which is the highest attainment point available.
Shape, Space & Measures	3/13	23%	2/3 achieved exceeding which is the highest attainment point available.
Understanding the World			
People & communities	1/13	7%	1/1 achieved exceeding which is the highest attainment point available.
The World	1/13	7%	1/1 achieved exceeding which is the highest attainment point available.
Technology	4/13	30%	2/4 achieved exceeding which is the highest attainment point available.
Expressive art & Design			
Exploring & using media & Materials			
Being Imaginative			

Key Action – Review baseline assessment and provision for Speaking, Physical development, PSE, Writing.

Children in Year 1- Phonics Screening

Children in Year 1 will be assessed on their ability to use and apply synthetic phonics. In June they will undertake a 'screening'. This 'screening' involves working one to one with the class teacher to read a list of forty words, some of which are 'nonsense' words. They will receive a score. If their score meets or exceeds the nationally set threshold (previously 32/40) they will be considered to have met the expected standard. Parents will be informed if children have met the expected standard or not. If a child has not met the expected standard parents will be informed as to what additional support the child will receive. Children who do not meet the required standard would be 'screened' again at the end of Year Two.

KS1 staff will typically will continually assess pupils using the phonic phases to chart progress. Applying professional judgment they will screen the children throughout Year One using previous years materials. This would typically take place December/January and March/April. Class teachers in conjunction with the HT will decide the most appropriate timings each year.

Children in Years 1- 6

The National Curriculum has set out clear expectations for what children should achieve by the end of each year group and key stage and, for English, Maths and Science, has provided guidance as to when in each phase content should be covered.

These expectations have been developed into a set of statements for each subject and each year group. These statements are used by teachers to help define and guide next steps in learning. Through their next steps pupils will be aware of specific statements they are working on to improve their learning. The statements for a particular area e.g. Maths are grouped together for the year group and known as a 'Band'. Alongside this guide parents can access a 'band information book'. This lists all the relevant statements for reading, writing and maths for that band.

To track pupil attainment and progress we use a system of steps. This performs the function of tracking and communicating progression and attainment in a simple format.

This is based on a carefully considered logical approach to assessment. The terminology has been selected for consistency and clarity and is as follows:

beginning (b), beginning + (b+), working within (ww), working within + (ww+), secure (s) and secure + (s+)

The sections may be thought of in these terms-

Step within band	Description	Expectation
Beginning (B) ~~Beginning plus (B+)~~ See explanation on page 7	Working in the band expectations but not yet working in the band above ('Working Within')	Expected band for children at end of Autumn 2 assessment point
Working within (WW) ~~Working within plus (WW+)~~ See explanation on page 7	Secure in the (aprox 50%) of the end of year expectations.	Expected band for children at end of Spring 2 assessment point
Secure (S)	Secure in a high proportion of the band expectations (approx 70%) and is able to show their knowledge and skills in their work. *Teachers can use their discretion to ensure, that on occasion, a particular weakness does not prevent and accurate judgement being made. A particular weakness could relate to part or the whole of a statement or statements if there is a good reasons to judge that it would prevent and accurate judgement being made.*	Expected band for children at end of Summer 2 assessment point Secure should correlate with Expected (EXS) at end of KS1 and end KS2 assessments.
Secure Plus (S+)	Secure in the vast majority (approx. 85%+) and confidently uses and applies them consistently in a variety of contexts. *Teachers can use their discretion to ensure, that on occasion, a particular weakness does not prevent and accurate judgement being made. A particular weakness could relate to part or the whole of a statement or statements if there is a good reasons to judge that it would prevent and accurate judgement being made.*	Expected band for children at end of Summer 2 assessment point Secure + should correlate with Greater Depth (GDS) at end of KS1 and end KS2 assessments.

Making Assessment Judgements

Children can be considered to have achieved a statement or group of statements when teachers can assess they have understood it within taught and an applied contexts and they can signpost to evidence through a range of sources; pupils written work, teacher observations, annotated planning, photos, assessment tasks/tests etc.

Teacher assessment judgements represent professional judgement best fit. Children judged as secure or even secure plus may have elements of the year group band that they still need to work on. No judgement indicates a child has no 'gaps' in knowledge and understanding of a particular band or set of year group expectations.

Attainment

Attainment is measures by assessing the progress the children are making and have made with securing their understanding of year group expectations written in the form of statements.

Band Information Book

Parents can access these directly through their child's class teacher. These outline all the appropriate statements for the year group. They are a guide as to where a child should be at the end of the academic year and provide an overview. They are not a tick list or a means of comparing children with each other.

They are provided on request if parents feel the overview would be useful to them. They are not provided with the intention of parents assessing their own children.

How do we ensure learning is embedded and can be applied independently?
We make use of independent assessments throughout Years 2-6. At present we are use 'GL Assessment' 'Progress in....' assessments. These assessments produce age standardised scores which can be compared nationally. They help us evaluate the accuracy of our teacher assessment.
When administering these assessments these are completed independently and in accordance with test guidelines. Teachers will use their professional judgment with regard to the amount of time pupils are given to ensure pupils have an appropriate amount of time to demonstrate their understanding. Where time allocations deviate more than 10% over the allocated time this will be noted and reported along with the results.

How do we ensure that transitions are smooth at the start of and through the school year?
Transition meetings, book scrutiny's and intervention files with impact notes are kept. Closing the gap summaries and pupil premium on page summaries are handed over to staff with staff meeting time provided for staff to discuss these face to face.

The number in front of any of the letters (B, B+, WW, WW+, S, S+) indicates the year group expectations. This number will typically correlate with the chronological year group of the pupil. If it is below it indicates the pupil in working in the expectations of the year group below.
Only in very extreme cases would the number be higher as our curriculum promotes depth of understanding within year group expectations not acceleration onto the next year group. With particularly extremely able children this might be the case.

The Curriculum allows teachers to introduce content earlier or later than set out in the programme of study. Where appropriate children will 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 thorough 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.
It is our aim and expectation that at the end of the academic year children will be Secure or Secure + in the statements appropriate for their year group. End of year reports will clearly state if this is the case or not. Where children are not secure in particular key areas information regarding next steps and the support in place will be provided.

Why is there no distinction between beginning and beginning + and working within and working within plus?

The Federation use a commercial tracking package that has six steps. Each individual school user decides on definitions and use of steps within bands. Our aim is simplicity and tracking on a termly basis. At present, we find no helpful and productive use for splitting further the beginning and working within bands.

Explanation & Justification for Descriptors

For assessment and tracking to be effective it should align with national assessment points helping to give a clear picture of likely outcomes for pupils at these points.

The tables below show the raw score % children require in end of KS1 and end of KS2 assessments to achieve the expected and greater depth judgements. We have taken these into account when setting our expectations for secure and secure+ judgements within our own tracking system.

End of Key Stage 1

Subject	Expected – Scaled score 100		Greater Depth – Scaled score 110	
	Raw Score	Raw Score as %	Raw Score	Raw Score as %
Reading	25/40	**63%**	36/40	**90%**
Writing (GPS)	24/40	**60%**	35/40	**88%**
Maths	36/60	**60%**	54/60	**90%**

Figures based on 2018 tests

End of Key Stage 2

Subject	Expected – Scaled score 100		Greater Depth – Scaled score 110	
	Raw Score	Raw Score as %	Raw Score	Raw Score as %
Reading	28/50	**56%**	40/50	**80%**
Writing (GPS)	38/70	**54%**	56/70	**80%**
Maths	61/110	**55%**	96/110	**87%**

Figures based on 2018 tests

Correlations / Equivalences in Terminology between national expectations and school terminology

Early Years

National End of Phase Terminology	School Terminology (Target Tracker)
Early Learning Goal Emerging (1)	In the range 22-36 to 40-60ww depending on how far below expected they are assessed as being.
Early Learning Goal Expected (2)	40 – 60 s
Early Learning Goal Exceeding (3)	40 – 60 s+

Key Stage One

National End of Phase Terminology	School Terminology (Target Tracker)
Foundations for?????????	
Working Towards (WTS)	Between beginning (B) and WW+
Expected – EXS	Secure (S)
Greater Depth - GDS	Secure plus (S+)

Key Stage Two

National End of Phase Terminology	School Terminology (Target Tracker)
Pre Key Stage	Between beginning (B) and WW+
Working Towards	
Expected – EXS	Secure (S)
Greater Depth	Secure plus (S+)

Interim Frameworks

The end of Key 1 and end of Key Stage 2 interim frameworks are used by staff to make the end of KS1 and end of KS2 judgments. For KS1 and KS2 – all work from these periods in theory can be used. It is most likely that work done in later Yr 1 & Yr 2 will be the best source of evidence and more likely Yr5&6 but these frameworks are for whole KS. To ensure teachers have access to full range of evidence pupil English books from Yr 1 will be kept till end of Year 2 and pupil English books from Year 5 will be kept until the end of Year 6.

In line with national teacher assessment frameworks teachers should use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made.

Measuring Progress - Expected Progress in Phases or Key Stages

Expected Progress in Early Years

Progress from and to	Description	Numerical association on school tracking system
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22-36 to ELG **or** Secure 30-50 to exceeding **or** Beginning 40-60 to exceeding	Better Progress	More than 6 points
Secure 30-50 to 40-60w/w+ (not achieve ELG – emerging on ELG 1) **or** entering 40-60ww to secure 40-60S (ELG 2)	Less than typical Progress	Less than 6 points

Expected Progress in each individual Year Group 1 - 6

Year 1 Secure (S) or Secure plus (S+) in Summer 2 assessment and or 4 steps progress from Autumn 1 baseline or 6 steps from Reception Summer 2.

Year 2 -6 Secure (S) or Secure plus (S+) in Summer 2 assessment and or 6 steps progress from previous summer 2 assessment.

Expected Progress End of Key Stage 1 (Years 1& 2)

In the absence of any national definition of progress in KS1 the Federation applies the following.

Progress from and to	Description	Numerical association
Expected in Early Years (ELG 2) to expected end of KS1 or Above expected in Early Years (ELG 3) to Greater Depth end of KS1	Typical or expected	0
Below expected in Early Years (ELG 1) to expected or Greater depth end of KS1 or Expected in Early Years (ELG 2) to Greater depth.	Better than typical or expected	+1
Expected in Early Years (ELG 2) to below expected end of KS1 or Above in Early Years (ELG3) to expected end of KS1	Less than typical or expected	-1

Numerical association allows for calculation of Year group averages

Expected Progress in Key Stage Two (Years 3 - 6)

A score of 0 means children in this school on average do about as well at KS2 as those with similar prior attainment nationally.

• A positive score means children in this school on average do better at KS2 as those with similar prior attainment nationally.
• A negative score means children in this school on average do worse at KS2 as those with similar prior attainment nationally.
A negative score does not mean that pupils did not make any progress, rather it means they made less progress than other pupils nationally with similar starting points.
For example, if a school has a maths score of -4 this would mean that on average pupils in this school achieved 4 scaled scores less than other pupils nationally with similar starting points.

Floor standard for progress

Reading is -5
Writing is -7
Maths is -5

Points Equivalence

Step	1 beginning	1 secure	2 secure	3 secure	4 secure	5 secure	6 secure	6 secure+
Step	1b	1s	2s	3s	4s	5s	6s	6s+
Points equivalent	37	41	47	53	59	65	71	72
Expected stage to reach this point	Autumn term Yr1	End Yr1	End Yr2	End Yr3	End Yr4	End Yr 5	End Yr 6	

- Points allow compare year group average
- Parents sense where child is in relation to school cohort

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