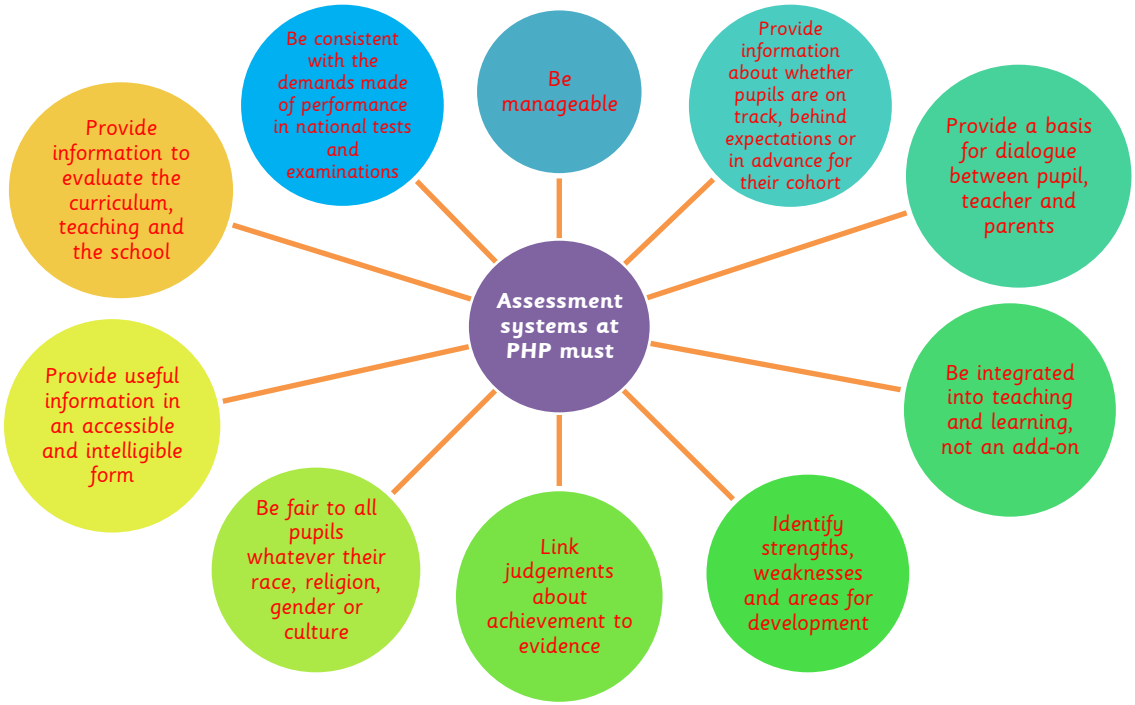
Pool Hayes Primary

Assessment Policy

Rationale, approach and systems

Inspire, challenge, learn



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Assessment without levels

Following the introduction of a new National Curriculum framework from September 2014, the government has also decided to remove level descriptors. The government's policy of removing level descriptors from the National Curriculum is set out in terms of freeing schools from an imposed measure of pupil progress. The Department for Education has said that levels are not very good with respect to helping parents to understand how far their child is improving. In their place, from September 2014, "it will be for schools to decide how they assess pupils' progress".

With levels removed and the focus now on raising the achievement of every pupil, Pool Hayes Primary's governors, leaders and teachers have chosen a new way to measure pupil attainment and progress.

Our assessment system

The old and new curriculum have different content. Many of the objectives in the old curriculum have shifted to lower year groups in the new, more rigorous curriculum, this means it is not possible to have an exact correlation between a level that was the outcome of the old National Curriculum assessment and the requirements new National Curriculum, this means a shift in thinking and in the way we assess out children's outcomes.

The school has welcomed the changes in the National Curriculum and saw it as an exciting opportunity to review our assessment and reporting systems to create a more holistic approach that makes sense to parents. We were very clear that whatever assessment tool we used, it needed to be robust and track pupils' progress across the school and not just at the end of a Key Stage.

We are now assessing children against the new framework, one for which they may have not been taught the previous years' objectives and content, so we are in a time of transition between old and new sets of data. During this transition time children and teachers have completed baseline assessments to find out their starting points for the new national curriculum.

The principles that underpin our new assessment system are:

- *Every child can achieve: teachers at Pool Hayes have the mind-set, 'What do I need to do next to enable a child in my class to achieve?'*
- *The National Curriculum objectives will be used as the expectations for all children.*
- *Children will make age appropriate progress – 12 months in 12 months.*
- *Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.*

In order to be 'secondary ready' children need to meet the required end of Key Stage 2 expectations; this is broken down into key outcomes for each curriculum year. We use the National Curriculum objectives to assess outcomes for children at the end of each curriculum year – for example:

- *A child that has achieved all the objectives set out for Year 3 for English (and no further) would be said to have mastered working at the Year 3 expectations for English and be 'Year four ready'.*
- *A child achieving 100% or of the mathematics objectives for Year 5 would be classed as working at the Year 5 expectation for maths.*
- *A child achieving only a few reading objectives for Year 1 would be classed as working towards the Year 1 expectation.*
- *Note. 100% of targets achieved is deemed as 'secure.'*

Our assessment and reporting system includes:

- *Ongoing assessment for learning by the class teacher throughout each lesson, through questioning, observation and dialogue.*
- *Children knowing what they are being asked to learn and more importantly; why.*
- *Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is then assessed against the success criteria.*
- *Three way feedback, pupil, peer, teacher with clearly identified next steps and challenges – this can be written or verbal feedback.*
- *Summative assessment - tests. Note. reading age tests are used in KS1 and KS2 to assess progress in reading. From the autumn term in 2015 we will also be using maths age tests to assess progress in maths. In 2014/15 PHP was a pilot school for KS2 testing using year-group end of year Test-base tests based on new curriculum and we have used the results to ensure assessment judgements were accurate.*
- *Analysis of tests provides vital diagnostic information that is used to ensure all children at PHP are supported effectively to enable them to achieve.*
- *Regular pupils' work scrutiny.*

- Regular moderation of work with a number of local and regional schools.

All of the above will feed into 'Data snap-shots' (drilling down and subject reports) which will be conducted in 'assessment weeks'. These will take place at class, phase and subject level across the setting, three times a year, towards the end of each term.

Tracking progress over time

We will use medal targets in books (split into bronze, silver and gold using the NAHT KPIs) and the PHP year-group tracking grids to track pupils' progress over time, against age-related expectations in each subject area:

- **Emerging;** (below 50% of non-negotiable year-group targets)
- **Developing;** (51-99% of non-negotiable year-group targets)
- **Secure;** reflecting that age-related objectives have been achieved (100% of non-negotiable year-group targets)
- **Exceeding;** demonstrating that pupils are working at above age related expectations (101-116% of non-negotiable year-group targets)
- **Greater Depth;** showing that age-related objectives have been achieved and the child is working at a deeper level of understanding and application (117-133% of non-negotiable year-group targets)

POOL HAYES PRIMARY SCHOOL-*SCIENCE* PROGRESS TRACKER

Code: e=emerging (red) d=developing (yellow) s=secure (green) x=exceeding (purple) m=greater depth (black)

Y5 level	Block One	Term Att	Y6 Aut Att	Anu Ach	Block Two	AU SP Tot	Term Att	Y6 Spr att	Anu Ach	Block Three	Term Att	Y6 Sum att	Anu Ach	End of year	LA Eqiv
23	8	44.4%	14.3%		8	0.0%	14.3%			0.0%	0.0%				
23	11	61.1%	19.6%		11	0.0%	19.6%			0.0%	0.0%				
24	8	44.4%	14.3%		8	0.0%	14.3%			0.0%	0.0%				
23	8	44.4%	14.3%		8	0.0%	14.3%			0.0%	0.0%				
22	5	27.8%	8.9%		5	0.0%	8.9%			0.0%	0.0%				
23	9	50.0%	16.1%		9	0.0%	16.1%			0.0%	0.0%				
24	11	61.1%	19.6%		11	0.0%	19.6%			0.0%	0.0%				
22	5	27.8%	8.9%		5	0.0%	8.9%			0.0%	0.0%				
23	8	44.4%	14.3%		8	0.0%	14.3%			0.0%	0.0%				
23	7	38.9%	12.5%		7	0.0%	12.5%			0.0%	0.0%				
23	9	50.0%	16.1%		9	0.0%	16.1%			0.0%	0.0%				
24	11	61.1%	19.6%		11	0.0%	19.6%			0.0%	0.0%				
23	8	44.4%	14.3%		8	0.0%	14.3%			0.0%	0.0%				
23	11	61.1%	19.6%		11	0.0%	19.6%			0.0%	0.0%				
22	5	27.8%	8.9%		5	0.0%	8.9%			0.0%	0.0%				
23	8	44.4%	14.3%		8	0.0%	14.3%			0.0%	0.0%				
23	7	38.9%	12.5%		7	0.0%	12.5%			0.0%	0.0%				
24	9	50.0%	16.1%		9	0.0%	16.1%			0.0%	0.0%				
25	11	61.1%	19.6%		11	0.0%	19.6%			0.0%	0.0%				
23	8	44.4%	14.3%		8	0.0%	14.3%			0.0%	0.0%				
23	11	61.1%	19.6%		11	0.0%	19.6%			0.0%	0.0%				
23	11	61.1%	19.6%		11	0.0%	19.6%			0.0%	0.0%				

% targets achieved	Descriptor	Points
Below 50%	Below expected standard (emerging)	26
51 – 99%	Working towards ES (developing)	27
100%	Expected Standard (secure)	28
101 – 116%	Above ES (exceeding)	29
117 - 133%	Greater Depth	30

Total Aut targets	18
Total Spr targets	19
Total Sum targets	19
Yearly total	56

Expected progress - 1 point per term

Expected end of year attainment = 85% of the cohort working at Expected Standard or above

The medal targets and tracking grids are the back-bone to track progress across the school. Pupil progress will be recorded on tracking grids as the year group followed by the subject then the achievement of the individual pupil, for example:

We have replaced Average Point Scores (APS) with Tracking Points. Tracking Points can be used to examine progress and

attainment numerically (as an average). Colour coding makes it easier for teachers and subject leaders to see progress over a term.

The Tracking Point scale starts at Tracking Point 1, which is the first term in the first year in Year 1. This can then be counted up to Tracking Point 10 (the end of Year 2) and Tracking Point 30 (the end of Year 6). All children should move on 3 tracking points in a year, one in each term, to achieve 'secure'. However they can achieve up to 5 points if they 'master' (101%+) the year-group targets. The expectation is that at least 85% of the class make 12 months progress (i.e. 'secure') in 12 months. **Note.** EYFS use 'Early excellence' to baseline in Reception and a three point scale – 'emerging, on-track and exceeding' to track progress. In addition, whole school data is also sent to the Local Authority termly to enable further analysis using the interactive school improvement data program.
Any children who do not achieve 100% or more of the year-group targets over the year, or through termly data analysis are below expectations, will receive immediate intervention and will additionally be set ability appropriate work in the following class through bridging units planned for by practitioners. The class teacher will be fully aware of the necessity to 'diminish the differences' and ensure good progress within the current year group targets.

More able children

For children who have securely met the end of year objectives they will be assessed as 'exceeding' or 'greater depth' within expectations for their age group. Hence, rather than moving onto the next year's curriculum these children will work on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress.

Early Years - Nursery & Reception

Children in Nursery and Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments will be based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

Progress will be tracked using Local Authority Tracking Points (scale of 9; beginning of Nursery to 19 – a good level of development).

Self-assessment

The new curriculum targets along with the NAHT KPIs, rising stars and the interim frameworks for KS1 and KS2 have helped us to refine the targets for each year-group. From the beginning of this academic year we will be using the medal system to teacher assess AND motivate the children to achieve in lessons. The following statements will be displayed in every KS1/2 classroom to be referred to constantly:

Bronze medal – I'm a medal winner and on my way to gold; I'm just starting to learn this and there are parts that I don't understand yet.

Silver medal – I'm a medal winner and on my way to gold; I'm starting to understand it though I may need someone to coach me through it.

Gold medal – I'm a top medal winner and understand my work well; I can do it by myself and explain how I did it.

Platinum – I've achieved the gold medal and I am confident teaching others; I can also use the skills I've learned to help me in lots of different areas in my learning.

All children will also use laminated bronze, silver and gold medals (using their planners) to indicate to teachers, in class, how confident they are within the lesson objectives and success criteria.

Reporting to Parents

We will continue to report termly to parents via parents evenings in the Autumn and Spring term, this will be following each 'Data Snap-shot'. Parents can, at any time, speak to the relevant teacher or a member of the senior leadership team about their child's progress.

Discussions at parent, teacher, consultation meetings in the Autumn and Spring terms will be based on the assessment system in place for each age group. We will produce a new style individual annual report at the end of the Summer term.

Beyond 2017

We intend to continue to use the DfE interim frameworks, exemplification documents, standardised tests, unit tests for Maths and Reading test in-line with year-group expectations (Testbase and Statutory samples) to support our judgements across the school.

Ratified by PHP Governors

September 2017

Review: September 2018