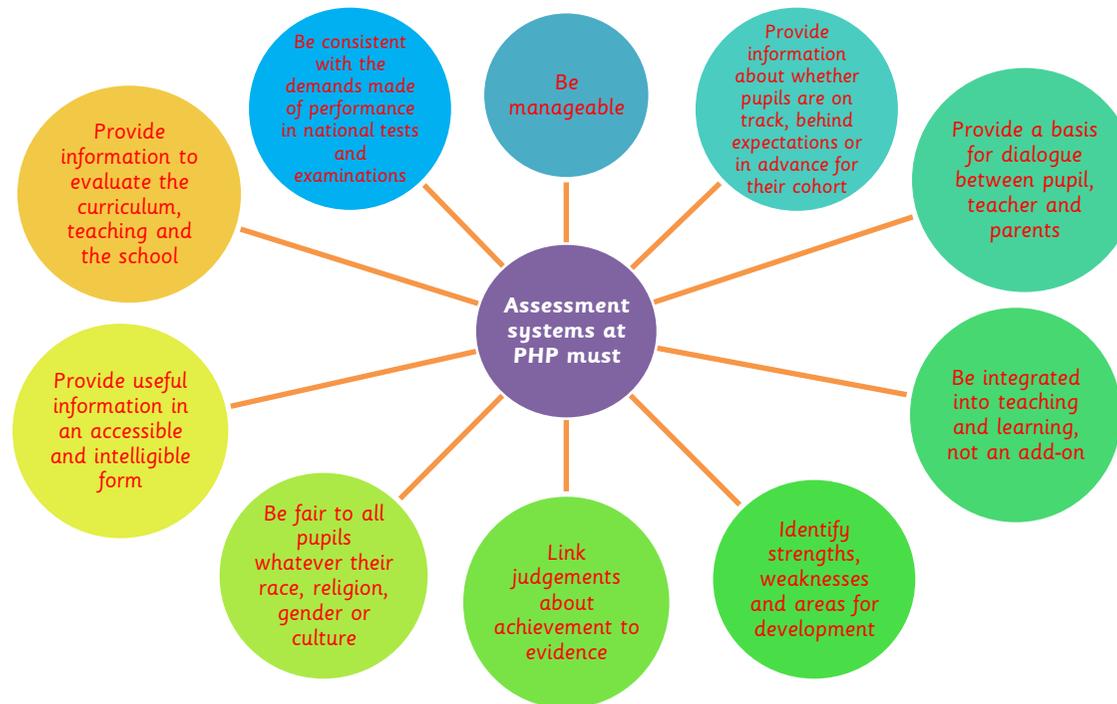




Assessment Policy

Rationale, approach and systems



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																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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A11	Y35/level	Block Thirty One	Term A11	Y36/level	Block Thirty Two	Term A11	Y37/level	Block Thirty Three	Term A11	Y38/level	Block Thirty Four	Term A11	Y39/level	Block Thirty Five	Term A11	Y40/level	Block Thirty Six	Term A11	Y41/level	Block Thirty Seven	Term A11	Y42/level	Block Thirty Eight	Term A11	Y43/level	Block Thirty Nine	Term A11	Y44/level	Block Forty	Term A11	Y45/level	Block Forty One	Term A11	Y46/level	Block Forty Two	Term A11	Y47/level	Block Forty Three	Term A11	Y48/level	Block Forty Four	Term A11	Y49/level	Block Forty Five	Term A11	Y50/level	Block Forty Six	Term A11	Y51/level	Block Forty Seven	Term A11	Y52/level	Block Forty Eight	Term A11	Y53/level	Block Forty Nine	Term A11	Y54/level	Block Fifty	Term A11	Y55/level	Block Fifty One	Term A11	Y56/level	Block Fifty Two	Term A11	Y57/level	Block Fifty Three	Term A11	Y58/level	Block Fifty Four	Term A11	Y59/level	Block Fifty Five	Term A11	Y60/level	Block Fifty Six	Term A11	Y61/level	Block Fifty Seven	Term A11	Y62/level	Block Fifty Eight	Term A11	Y63/level	Block Fifty Nine	Term A11	Y64/level	Block Sixty	Term A11	Y65/level	Block Sixty One	Term A11	Y66/level	Block Sixty Two	Term A11	Y67/level	Block Sixty Three	Term A11	Y68/level	Block Sixty Four	Term A11	Y69/level	Block Sixty Five	Term A11	Y70/level	Block Sixty Six	Term A11	Y71/level	Block Sixty Seven	Term A11	Y72/level	Block Sixty Eight	Term A11	Y73/level	Block Sixty Nine	Term A11	Y74/level	Block Seventy	Term A11	Y75/level	Block Seventy One	Term A11	Y76/level	Block Seventy Two	Term A11	Y77/level	Block Seventy Three	Term A11	Y78/level	Block Seventy Four	Term A11	Y79/level	Block Seventy Five	Term A11	Y80/level	Block Seventy Six	Term A11	Y81/level	Block Seventy Seven	Term A11	Y82/level	Block Seventy Eight	Term A11	Y83/level	Block Seventy Nine	Term A11	Y84/level	Block Eighty	Term A11	Y85/level	Block Eighty One	Term A11	Y86/level	Block Eighty Two	Term A11	Y87/level	Block Eighty Three	Term A11	Y88/level	Block Eighty Four	Term A11	Y89/level	Block Eighty Five	Term A11	Y90/level	Block Eighty Six	Term A11	Y91/level	Block Eighty Seven	Term A11	Y92/level	Block Eighty Eight	Term A11	Y93/level	Block Eighty Nine	Term A11	Y94/level	Block Ninety	Term A11	Y95/level	Block Ninety One	Term A11	Y96/level	Block Ninety Two	Term A11	Y97/level	Block Ninety Three	Term A11	Y98/level	Block Ninety Four	Term A11	Y99/level	Block Ninety Five	Term A11	Y100/level	Block Ninety Six	Term A11	Y101/level	Block Ninety Seven	Term A11	Y102/level	Block Ninety Eight	Term A11	Y103/level	Block Ninety Nine	Term A11	Y104/level	Block One Hundred	Term A11	Y105/level	Block One Hundred One	Term A11	Y106/level	Block One Hundred Two	Term A11	Y107/level	Block One Hundred Three	Term A11	Y108/level	Block One Hundred Four	Term A11	Y109/level	Block One Hundred Five	Term A11	Y110/level	Block One Hundred Six	Term A11	Y111/level	Block One Hundred Seven	Term A11	Y112/level	Block One Hundred Eight	Term A11	Y113/level	Block One Hundred Nine	Term A11	Y114/level	Block One Hundred Ten	Term A11	Y115/level	Block One Hundred Eleven	Term A11	Y116/level	Block One Hundred Twelve	Term A11	Y117/level	Block One Hundred Thirteen	Term A11	Y118/level	Block One Hundred Fourteen	Term A11	Y119/level	Block One Hundred Fifteen	Term A11	Y120/level	Block One Hundred Sixteen	Term A11	Y121/level	Block One Hundred Seventeen	Term A11	Y122/level	Block One Hundred Eighteen	Term A11	Y123/level	Block One Hundred Nineteen	Term A11	Y124/level	Block One Hundred Twenty	Term A11	Y125/level	Block One Hundred Twenty One	Term A11	Y126/level	Block One Hundred Twenty Two	Term A11	Y127/level	Block One Hundred Twenty Three	Term A11	Y128/level	Block One Hundred Twenty Four	Term A11	Y129/level	Block One Hundred Twenty Five	Term A11	Y130/level	Block One Hundred Twenty Six	Term A11	Y131/level	Block One Hundred Twenty Seven	Term A11	Y132/level	Block One Hundred Twenty Eight	Term A11	Y133/level	Block One Hundred Twenty Nine	Term A11	Y134/level	Block One Hundred Thirty	Term A11	Y135/level	Block One Hundred Thirty One	Term A11	Y136/level	Block One Hundred Thirty Two	Term A11	Y137/level	Block One Hundred Thirty Three	Term A11	Y138/level	Block One Hundred Thirty Four	Term A11	Y139/level	Block One Hundred Thirty Five	Term A11	Y140/level	Block One Hundred Thirty Six	Term A11	Y141/level	Block One Hundred Thirty Seven	Term A11	Y142/level	Block One Hundred Thirty Eight	Term A11	Y143/level	Block One Hundred Thirty Nine	Term A11	Y144/level	Block One Hundred Forty	Term A11	Y145/level	Block One Hundred Forty One	Term A11	Y146/level	Block One Hundred Forty Two	Term A11	Y147/level	Block One Hundred Forty Three	Term A11	Y148/level	Block One Hundred Forty Four	Term A11	Y149/level	Block One Hundred Forty Five	Term A11	Y150/level	Block One Hundred Forty Six	Term A11	Y151/level	Block One Hundred Forty Seven	Term A11	Y152/level	Block One Hundred Forty Eight	Term A11	Y153/level	Block One Hundred Forty Nine	Term A11	Y154/level	Block One Hundred Fifty	Term A11	Y155/level	Block One Hundred Fifty One	Term A11	Y156/level	Block One Hundred Fifty Two	Term A11	Y157/level	Block One Hundred Fifty Three	Term A11	Y158/level	Block One Hundred Fifty Four	Term A11	Y159/level	Block One Hundred Fifty Five	Term A11	Y160/level	Block One Hundred Fifty Six	Term A11	Y161/level	Block One Hundred Fifty Seven	Term A11	Y162/level	Block One Hundred Fifty Eight	Term A11	Y163/level	Block One Hundred Fifty Nine	Term A11	Y164/level	Block One Hundred Sixty	Term A11	Y165/level	Block One Hundred Sixty One	Term A11	Y166/level	Block One Hundred Sixty Two	Term A11	Y167/level	Block One Hundred Sixty Three	Term A11	Y168/level	Block One Hundred Sixty Four	Term A11	Y169/level	Block One Hundred Sixty Five	Term A11	Y170/level	Block One Hundred Sixty Six	Term A11	Y171/level	Block One Hundred Sixty Seven	Term A11	Y172/level	Block One Hundred Sixty Eight	Term A11	Y173/level	Block One Hundred Sixty Nine	Term A11	Y174/level	Block One Hundred Seventy	Term A11	Y175/level	Block One Hundred Seventy One	Term A11	Y176/level	Block One Hundred Seventy Two	Term A11	Y177/level	Block One Hundred Seventy Three	Term A11	Y178/level	Block One Hundred Seventy Four	Term A11	Y179/level	Block One Hundred Seventy Five	Term A11	Y180/level	Block One Hundred Seventy Six	Term A11	Y181/level	Block One Hundred Seventy Seven	Term A11	Y182/level	Block One Hundred Seventy Eight	Term A11	Y183/level	Block One Hundred Seventy Nine	Term A11	Y184/level	Block One Hundred Eighty	Term A11	Y185/level	Block One Hundred Eighty One	Term A11	Y186/level	Block One Hundred Eighty Two	Term A11	Y187/level	Block One Hundred Eighty Three	Term A11	Y188/level	Block One Hundred Eighty Four	Term A11	Y189/level	Block One Hundred Eighty Five	Term A11	Y190/level	Block One Hundred Eighty Six	Term A11	Y191/level	Block One Hundred Eighty Seven	Term A11	Y192/level	Block One Hundred Eighty Eight	Term A11	Y193/level	Block One Hundred Eighty Nine	Term A11	Y194/level	Block One Hundred Ninety	Term A11	Y195/level	Block One Hundred Ninety One	Term A11	Y196/level	Block One 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Two Hundred Fourteen	Term A11	Y219/level	Block Two Hundred Fifteen	Term A11	Y220/level	Block Two Hundred Sixteen	Term A11	Y221/level	Block Two Hundred Seventeen	Term A11	Y222/level	Block Two Hundred Eighteen	Term A11	Y223/level	Block Two Hundred Nineteen	Term A11	Y224/level	Block Two Hundred Twenty	Term A11	Y225/level	Block Two Hundred Twenty One	Term A11	Y226/level	Block Two Hundred Twenty Two	Term A11	Y227/level	Block Two Hundred Twenty Three	Term A11	Y228/level	Block Two Hundred Twenty Four	Term A11	Y229/level	Block Two Hundred Twenty Five	Term A11	Y230/level	Block Two Hundred Twenty Six	Term A11	Y231/level	Block Two Hundred Twenty Seven	Term A11	Y232/level	Block Two Hundred Twenty Eight	Term A11	Y233/level	Block Two Hundred Twenty Nine	Term A11	Y234/level	Block Two Hundred Thirty	Term A11	Y235/level	Block Two Hundred Thirty One	Term A11	Y236/level	Block Two Hundred Thirty Two	Term A11	Y237/level	Block Two Hundred Thirty Three	Term A11	Y238/level	Block Two Hundred Thirty Four	Term A11	Y239/level	Block Two Hundred Thirty Five	Term A11	Y240/level	Block Two Hundred Thirty Six	Term A11	Y241/level	Block Two Hundred Thirty Seven	Term A11	Y242/level	Block Two Hundred Thirty Eight	Term A11	Y243/level	Block Two Hundred Thirty Nine	Term A11	Y244/level	Block Two Hundred Forty	Term A11	Y245/level	Block Two Hundred Forty One	Term A11	Y246/level	Block Two Hundred Forty Two	Term A11	Y247/level	Block Two Hundred Forty Three	Term A11	Y248/level	Block Two Hundred Forty Four	Term A11	Y249/level	Block Two Hundred Forty Five	Term A11	Y250/level	Block Two Hundred Forty Six	Term A11	Y251/level	Block Two Hundred Forty Seven	Term A11	Y252/level	Block Two Hundred Forty Eight	Term A11	Y253/level	Block Two Hundred Forty Nine	Term A11	Y254/level	Block Two Hundred Fifty	Term A11	Y255/level	Block Two Hundred Fifty One	Term A11	Y256/level	Block Two Hundred Fifty Two	Term A11	Y257/level	Block Two Hundred Fifty Three	Term A11	Y258/level	Block Two Hundred Fifty Four	Term A11	Y259/level	Block Two 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Five	Term A11	Y280/level	Block Two Hundred Seventy Six	Term A11	Y281/level	Block Two Hundred Seventy Seven	Term A11	Y282/level	Block Two Hundred Seventy Eight	Term A11	Y283/level	Block Two Hundred Seventy Nine	Term A11	Y284/level	Block Two Hundred Eighty	Term A11	Y285/level	Block Two Hundred Eighty One	Term A11	Y286/level	Block Two Hundred Eighty Two	Term A11	Y287/level	Block Two Hundred Eighty Three	Term A11	Y288/level	Block Two Hundred Eighty Four	Term A11	Y289/level	Block Two Hundred Eighty Five	Term A11	Y290/level	Block Two Hundred Eighty Six	Term A11	Y291/level	Block Two Hundred Eighty Seven	Term A11	Y292/level	Block Two Hundred Eighty Eight	Term A11	Y293/level	Block Two Hundred Eighty Nine	Term A11	Y294/level	Block Two Hundred Ninety	Term A11	Y295/level	Block Two Hundred Ninety One	Term A11	Y296/level	Block Two Hundred Ninety Two	Term A11	Y297/level	Block Two Hundred Ninety Three	Term A11	Y298/level	Block Two Hundred Ninety Four	Term A11	Y299/level	Block Two Hundred Ninety Five	Term A11	Y300/level	Block Two Hundred Ninety Six	Term A11	Y301/level	Block Two Hundred Ninety Seven	Term A11	Y302/level	Block Two Hundred Ninety Eight	Term A11	Y303/level	Block Two Hundred Ninety Nine	Term A11	Y304/level	Block Three Hundred	Term A11	Y305/level	Block Three Hundred One	Term A11	Y306/level	Block Three Hundred Two	Term A11	Y307/level	Block Three Hundred Three	Term A11	Y308/level	Block Three Hundred Four	Term A11	Y309/level	Block Three Hundred Five	Term A11	Y310/level	Block Three Hundred Six	Term A11	Y311/level	Block Three Hundred Seven	Term A11	Y312/level	Block Three Hundred Eight	Term A11	Y313/level	Block Three Hundred Nine	Term A11	Y314/level	Block Three Hundred Ten	Term A11	Y315/level	Block Three Hundred Eleven	Term A11	Y316/level	Block Three Hundred Twelve	Term A11	Y317/level	Block Three Hundred Thirteen	Term A11	Y318/level	Block Three Hundred Fourteen	Term A11	Y319/level	Block Three Hundred Fifteen	Term A11	Y320/level	Block Three Hundred Sixteen	Term A11	Y321/level	Block Three Hundred Seventeen	Term A11	Y322/level	Block Three Hundred Eighteen	Term A11	Y323/level	Block Three Hundred Nineteen	Term A11	Y324/level	Block Three Hundred Twenty	Term A11	Y325/level	Block Three Hundred Twenty One	Term A11	Y326/level	Block Three Hundred Twenty Two	Term A11	Y327/level	Block Three Hundred Twenty Three	Term A11	Y328/level	Block Three Hundred Twenty Four	Term A11	Y329/level	Block Three Hundred Twenty Five	Term A11	Y330/level	Block Three Hundred Twenty Six	Term A11	Y331/level	Block Three Hundred Twenty Seven	Term A11	Y332/level	Block Three Hundred Twenty Eight	Term A11	Y333/level	Block Three Hundred Twenty Nine	Term A11	Y334/level	Block Three Hundred Thirty	Term A11	Y335/level	Block Three Hundred Thirty One	Term A11	Y336/level	Block Three Hundred Thirty Two	Term A11	Y337/level	Block Three Hundred Thirty Three	Term A11	Y338/level	Block Three Hundred Thirty Four	Term A11	Y339/level	Block Three Hundred Thirty Five	Term A11	Y340/level	Block Three 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A11	Y360/level	Block Three Hundred Fifty Six	Term A11	Y361/level	Block Three Hundred Fifty Seven	Term A11	Y362/level	Block Three Hundred Fifty Eight	Term A11	Y363/level	Block Three Hundred Fifty Nine	Term A11	Y364/level	Block Three Hundred Sixty	Term A11	Y365/level	Block Three Hundred Sixty One	Term A11	Y366/level	Block Three Hundred Sixty Two	Term A11	Y367/level	Block Three Hundred Sixty Three	Term A11	Y368/level	Block Three Hundred Sixty Four	Term A11	

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 Snapshot'. 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

