

Western Primary School

CREATING SUCCESS STORIES



The Assessment Process in Key Stages 1 & 2

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Introduction

In September 2014, the school took the decision to track attainment and progress using the newly developed Steps and Statements system within the Essex Tracker. In April 2015, having used this system for several months, a further decision was taken to develop our own, bespoke tracking system which would be tailored to our specific requirements. It was acknowledged at the time that this model was likely to adapt and evolve and that we needed to be prepared to change our approach as our understanding of a new assessment model developed.

Assessment model

The school has developed its own, online database assessment tracking system based on information gathered from a number of sources and adapted from existing trackers. The initial catalyst for this was the inability of our previous tracking system (Essex) to satisfactorily address transition from the EYFS curriculum to the new National Curriculum. Our newly developed system also has the advantage that a whole class can be represented on one 'page', including children (e.g. those with SEN) who may not yet be secure in the Programme of Study for the previous year.

Our tracking system is constantly evolving as we continually seek efficiency in our assessment and reporting processes.

The Western Tracker – an overview

Our tracking system essentially has six component parts which are used by teachers on a daily, weekly and termly basis to track attainment and progress and to inform planning, and which are used by leaders to analyse outcomes, identify trends and initiate relevant intervention programs. A more detailed description of these component parts can be found in subsequent sections of this guide.

The table below indicates the different stages a pupil will go through on their journey to greater depth. The pink columns will show progress for SEN children who are not able to start an academic year within the Programme of Study for their year group. A detailed explanation of this table can be found in subsequent sections of this guide.

Getting Ready			On Track				Greater depth	
			Beginning	Developing		Expected Standard		
GR1	GR2	GR3	B	D1	D2	D3	EXS	GD

Attainment and Progress

The new National Curriculum clearly defines the expectations for each year group in each subject. The national expectation is that each pupil, by the end of each academic year, will have secured their knowledge, skills and understanding of the curriculum content for their year group (National Standard).

In terms of attainment then, pupils will either:

- Have met their year group expectations (as described above)
- Have not met their year group expectations
- Have exceeded their year group expectations (greater depth)

A pupil will be judged to have achieved greater depth within a Programme of Study when he/she satisfies 100% of the relevant KPI statements, rarely makes errors, can use and apply all learning in a range of contexts and has demonstrated an ability to access some of the Programme of Study for the next academic year.

The table above illustrates the stages which we use to measure progress within and between academic years. Progress can be judged by comparing where the cohort, and identified groups, ended in the previous year with where they end in the current year.

Expected Progress

One of the key differences with the new National Curriculum is a recognition that learning is neither neat nor linear. Progression within the new National Curriculum is more focused on developing depth and understanding than on mere progression to the next set of content. With this in mind, we have not incorporated into our assessment grid any notion of expected progress within year. However, our expectations are that each child (with the possible exception of some children with SEN) will at least meet national expectations at the end of each academic year.

The assessment process

Formative

The key to this system – and also to ensuring ongoing appropriate challenge for all pupils – is that of frequent, short formative assessment tasks which provide regular snapshots of understanding which can then inform the Tracking system and teacher planning.

The assessment of Key Performance Indicator statements (KPIs) is part of the daily and weekly teaching process, enabling teachers to build up a picture of each child's levels of knowledge, skills and understanding. Statements can be highlighted to indicate that a pupil has begun to learn about that aspect of study, is making progress within that band of learning or to indicate that a pupil has secured his/her understanding of that aspect of study. Before judging a pupil to have achieved security of a statement, a teacher should have evidence from at least 3 different sources. These might include the outcomes of an assessment task, evidence in books, a pupil's response to questions, discussions with a pupil or the teacher's own knowledge of an individual pupil.

Summative

Once per term (minimum), teachers make a judgement regarding each pupil's progress through the relevant Programmes of Study for their year group in order to inform his or her position on the Tracker from Beginning to Greater Depth. Progress across this continuum is initially facilitated by the Tracker based on the percentage of KPI statements an individual pupil has secured his/her understanding of. However, this can, and should, be moderated by teacher assessment. This will include evidence from a pupil's work and discussions with the pupil, from questioning the pupil, from talking with colleagues and from a teacher's own knowledge of individual pupils. This process is explained in more detail in a subsequent section of this guide.

Pupil Ability

There will be some children – because of their Special Educational Needs – who may begin a year group without having mastered all of the expectations of the previous year. In such cases, children will continue to be taught those elements of curriculum content from the previous year which are necessary building blocks for future learning, whilst also being taught the curriculum content for his/her current year where the related learning from the previous year is secure.

There is an expectation that more-able children may well become secure in a given Programme of Study well before the end of the academic year. In these cases, teachers will provide activities designed to strengthen a pupil's depth of knowledge and conceptual understanding in order to achieve Greater Depth.

Pupil progress

The progress and attainment of all pupils is reviewed termly in pupil progress conferences which take place between the Head Teacher, Team Leader, class teacher, classroom assistant and SENCO (if appropriate).

The purpose of these meetings is to monitor the performance of individual pupils and decide on whether some form of intervention may be required where progress appears to be slowing.

Accountability

Each Team Leader produces a data report at the end of each term which provides a detailed analysis of the performance of a cohort at whole group, vulnerable group and individual pupil level. These reports are presented to the full governing body by each Team Leader in order to keep them fully informed and to give them the opportunity to ask questions and probe the data for each year group.

Greater depth

Pupils are deemed to have security of a concept or subject when they have demonstrated a clear understanding of the related knowledge, skills and understanding and are able to demonstrate that they can apply these elements in a real-life context and/or in cross-curricular studies.

Assessment Policy

Rationale

Frequent, accurate and consistent assessments are a key element of the learning process. Formative assessments provide teachers, pupils and parents with the information they need in order to take learning forwards. Summative assessments provide school leaders with the information they need in order to identify trends, strengths and areas for improvement.

Aim

Our aim is that all our pupils will make the most of their educational opportunities by maximising their knowledge, skills and understanding across the curriculum.

Objectives

- To gather information about the performance of individual children, groups and cohorts to inform target setting and monitor progress.
- To inform the school's strategic planning and teachers' planning.
- To track the progress of individuals, groups and cohorts.
- To involve pupils in their own learning.
- To inform the governing body of the school's standards and achievement.
- To facilitate the highest possible standards of learning for every pupil.

The School's Vision

At Western Primary School we seek to develop in our children a love of learning that will last a lifetime. We are committed to providing a stimulating environment, combining high standards and a broad, rich curriculum with the understanding that every child approaches learning in a unique way. In a happy and safe atmosphere, our children have the freedom to engage and discover with a focused and experienced team supporting every child in striving to meet and exceed their personal goals.

Educating our children with a fusion of excellence and enjoyment, Western Primary School is privileged to be part of this crucial stage of childhood, encouraging our children in creating their own success stories.

Success at Western

Educating and investing in children, encouraging them to grow up to lead safe, happy, healthy and successful lives, is at the heart of what we do at Western Primary School. As a school, we place great emphasis on the success stories of every child by targeting support through extended services, multi-agency working and by building effective relationships between school, parents, children, young people and the community.

Equal Opportunities

This school believes that all individuals regardless of gender, sexual orientation, race, abilities, cultural and social background should be given the opportunity to achieve their full potential. The school is committed to working towards equality and to combat discrimination, extremism/radicalisation and harassment. Our curriculum promotes positive images through the themes pupils are learning about. Through regular monitoring and evaluation of the school, we ensure that this statement remains constantly at the forefront of all we do.

Inclusion and Special Needs

All children, including those in all vulnerable groups and SEN, have their progress monitored accordingly to ensure access to a broad and balanced curriculum. The Special Needs and Inclusion Policies give details as to how Inclusion Passports/provision maps are used to focus on individual needs for these children. TAs are sometimes used to support these children during lesson time or to give specific help with Inclusion Passport objectives.

More Able

Provision is made for more-able children and will be recorded in line with the school's gifted and talented policy.

Formative assessments

Frequent formative assessments, both formal and informal, are an integral part of teaching and learning. Formative assessment allows teachers to understand pupil performance on a continuing basis. It enables them to gauge where a child is with his/her learning in terms of knowledge, skills and understanding and plan appropriate next steps. It also provides a teacher with clear information with which to evaluate their own teaching and to plan future lessons. In addition, formative assessments can enable pupils to measure their knowledge and understanding against specific outcomes and to identify areas in which they may need to improve.

It is not school policy for all formative assessments to be recorded but teachers need to make a professional judgement regarding those which they may wish to keep a record of for their own use.

Formative assessments may include any of the following:

- Question and answer sessions within class
- The marking of pupils' work
- Observational assessment
- Regular, short re-cap quizzes/tests
- Cold and Hot learning tasks
- Short, formal written tests on a specific area of learning
- Peer and self-marking by pupils

Summative assessments

Summative assessment can be used to provide pupils with information about how well they have learned and understood an area of study over a period of time. It provides teachers with information with which to evaluate the effectiveness of their teaching and to plan for subsequent teaching and learning. Summative assessment can be reported to parents to inform them about the achievement and progress of their children over a period of time. School leaders can use summative assessments to monitor the performance of cohorts and vulnerable groups, to identify where interventions may be needed and to inform decisions taken during the process of appraisal.

Summative assessment may include any of the following:

- In-school summative assessment which may take the form of:
 - i) End of year tests or examinations
 - ii) Short end of topic or unit tests
 - iii) Reviews for pupils with SEN or disabilities
- Nationally standardised summative assessments such as:
 - i) National Curriculum end of Key Stage tests
 - ii) National Curriculum end of Key Stage teacher assessments

Summative assessments will be recorded on a day to day basis using the KPI Tracking Grids for each class of pupils. In addition, termly summative assessment judgements will be recorded on the Termly Tracker once per term.

Governance, management and evaluation

It is the responsibility of the assessment co-ordinator, in conjunction with the Senior Leadership Team, to maintain and review the assessment policy and ensure that it is followed. Such maintenance will include monitoring the effectiveness of the assessment process. This will be done by employing a range of procedures such as lesson observations, book, planning and assessment scrutinies, discussions with children and pupil progress meetings. Where deemed necessary, moderation exercises will take place in order to ensure consistency and accuracy of assessment judgements.

The effective use of assessment data (staff, pupils, parents, governors)

Assessment data will be used effectively by sharing it with a range of stakeholders and ensuring that appropriate action is taken in response to the data.

- Formative and summative data will be shared with relevant teaching staff in order to inform planning and future teaching and to identify where specific interventions/support may be required.
- Formative data will be shared with pupils in order to keep them informed in terms of their strengths and areas for improvement.
- Summative and formative data will be shared with parents through termly reports and parent/teacher consultations. This will enable parents to have a clear understanding of how well their child is doing against an age-related norm and will also empower them to better support their child at home and at school.
- Summative data will be shared with school governors to enable them to develop a clear understanding of how well different groups and cohorts are performing and how the school as a whole compares to other schools and to the national picture. Access to such data will also enable governors to challenge school leaders and hold them accountable for the improvement and development of the school in terms of teaching and learning.
- Formative and summative data will be shared with Ofsted who will use it to make judgements concerning the effectiveness of the school.

CPD

The Senior Leadership Team will ensure that all teaching staff are kept up to date with developments in assessment practice so that they can continue to improve this practice over time. This may take the form of in-house training or may involve the use of consultants, training courses and collaboration with other schools and professional bodies.

Foundation Subjects

Foundation subjects (including MFL) are also tracked, with objectives being split into a two-year cycle where necessary. This has enabled teachers to develop a clear picture of learning for all pupils across a wide range of subjects and to inform planning and lesson content. Teachers are also able to identify pupils at risk of falling behind and to quickly identify gaps in their learning. Success leaders also find this a useful tool for compiling a clear picture of attainment and progress in a given subject throughout the school.

Hot and Cold Tasks

Hot and cold tasks are used to assess an individual pupil's starting point and learning needs and to provide an indication of progress for pupil, teacher and other stakeholders. The cold task provides a clear indication of a pupil's existing knowledge and where gaps in learning may exist. These tasks are used primarily in maths and writing.

Daily Assessment Tracking

Component Part 1 – the KPI Tracker

Fig. 1: Writing KPI Tracker for Y5

KPI Statements			
Category	Statement	Status	This Year
	I can use paragraphs to organise my writing into appropriate sections according to settings, characters, time or other themes.	Met	<input checked="" type="checkbox"/>
	I can describe settings and characters using a range of descriptive devices.	Met	<input checked="" type="checkbox"/>
	I can use some cohesive devices within and across sentences and paragraphs.	Met	<input checked="" type="checkbox"/>
	I can write consistently in the same tense.	Met	<input checked="" type="checkbox"/>
	I can use simple, compound and complex sentences.	Progressing	<input checked="" type="checkbox"/>
	I can make appropriate use of co-ordinating and subordinating conjunctions.	Progressing	<input checked="" type="checkbox"/>
	I can use commas accurately in complex sentences.	Progressing	<input checked="" type="checkbox"/>
	I can use semi-colons to link two main clauses.	Beginning	<input checked="" type="checkbox"/>

This component is used on a daily/weekly basis by the class teacher. Teachers decide the degree to which a pupil is immersed in the learning associated with each statement by selecting *beginning*, *progressing* or *met*. The Tracker monitors the percentage of statements which have been met and moves a pupil along the continuum from Beginning to Secure on the relevant Tracker grid (see Fig. 3).

The chart below describes the relationship between KPIs and progress along the continuum.

Fig.2: KPI Percentage Conversion Chart

Getting Ready			On Track			Greater Depth	Expected+		
			Beginning	Developing				Expected	
GR1	GR2	GR3	B	D1	D2	D3	EXS	GDS	EXS+
GR1: satisfies at least 50% of statements from previous year.			B: satisfies 0 – 30% of KPI statements.					GDS: Satisfies 100% of KPI statements; rarely makes errors; can use and apply all learning in a range of contexts and is beginning to access some of the following year's statements.	
GR2: satisfies 50-90% of statements from previous year and some from current year.			D1: satisfies 31 – 50% of KPI statements.						
GR3: satisfies 90-100% of statements from previous year and some from current year.			D2: satisfies 51 – 70% of KPI statements.						
			D3: satisfies 71 – 89% of KPI statements.						
			EXS: satisfies 90 – 100% of KPI statements.						

Termly Assessment Tracking

Component Part 2 – the Termly Tracker

Fig. 3: The Termly Tracker

	Form Teacher	Start Date	End Date	End Of EYFS	End Of Y2	On Entry Level	Autumn Level	Spring Level	Summer Level	KPI Count	KPI Level
Emma Gibbs	B/W				EXS	B	B	B	B	5/19	B
	B/W			1	WTS	GR2	B	B	D2	12/19	D2
	B/W				EXS	B	B	D1	EXS	18/19	EXS
	B/W				EXS	B	B	D2	EXS	19/19	EXS

The Termly Tracker is used to plot a pupil's progress across a full academic year based on his or her starting point. A pupil who achieved security in a given subject in the previous academic year will start the new academic year at B (Beginning). A pupil who achieved greater depth in a given subject in the previous academic year may start the new academic year at D1 (Developing). A pupil who didn't achieve security in a given subject in the previous academic year may start the new academic year at GR1, 2 or 3 (Getting Ready). Progress across the grid is informed by the percentage of KPIs secured each term on the KPI Tracker (see Figs. 1 & 2 above). The Termly Tracker enables a teacher or leader to filter by gender, vulnerable group or individual child.

Component Part 3 – Group Leader Termly Data Report

This table provides an overview of attainment and progress for an entire year group in either reading, writing or maths. It also shows comparative data by gender, SEN status, Disadvantaged, EAL and Service pupils.

Class	Getting Ready		Beginning		Developing		Expected Standard		Greater Depth Standard		Expected Standard Plus	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
67												
ON ENTRY	16.4%	11	70.1%	47	11.9%	8	0.0%	0	0.0%	0	0.0%	0
AUTUMN	0.0%	0	35.8%	24	62.7%	42	0.0%	0	0.0%	0	0.0%	0
SPRING	0.0%	0	3.0%	2	56.7%	38	40.3%	27	0.0%	0	40.3%	27
SUMMER	0.0%	0	1.5%	1	3.0%	2	58.2%	39	37.3%	25	95.5%	64

Year: 6

Class: All Teachers

Academic Year: 2016 - 2017

Subject: Reading



Boys	Getting Ready		Beginning		Developing		Expected Standard		Greater Depth Standard		Expected Standard Plus	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
33												
ON ENTRY	24.2%	8	75.8%	25	0.0%	0	0.0%	0	0.0%	0	0.0%	0
AUTUMN	0.0%	0	45.5%	15	54.5%	18	0.0%	0	0.0%	0	0.0%	0
SPRING	0.0%	0	3.0%	1	69.7%	23	27.3%	9	0.0%	0	27.3%	9
SUMMER	0.0%	0	0.0%	0	6.1%	2	75.8%	25	18.2%	6	93.9%	31

Girls	Getting Ready		Beginning		Developing		Expected Standard		Greater Depth Standard		Expected Standard Plus	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
34												
ON ENTRY	8.8%	3	64.7%	22	23.5%	8	0.0%	0	0.0%	0	0.0%	0
AUTUMN	0.0%	0	26.5%	9	70.6%	24	0.0%	0	0.0%	0	0.0%	0
SPRING	0.0%	0	2.9%	1	44.1%	15	52.9%	18	0.0%	0	0.0%	0
SUMMER	0.0%	0	2.9%	1	0.0%	0	41.2%	14	55.9%	19	0.0%	0

SEN	Getting Ready		Beginning		Developing		Expected Standard		Greater Depth Standard		Expected Standard Plus	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
4												
ON ENTRY	50.0%	2	25.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0
AUTUMN	0.0%	0	75.0%	3	0.0%	0	0.0%	0	0.0%	0	0.0%	0
SPRING	0.0%	0	50.0%	2	50.0%	2	0.0%	0	0.0%	0	0.0%	0
SUMMER	0.0%	0	25.0%	1	25.0%	1	50.0%	2	0.0%	0	50.0%	2

Non SEN	Getting Ready		Beginning		Developing		Expected Standard		Greater Depth Standard		Expected Standard Plus	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
63												
ON ENTRY	14.3%	9	73.0%	46	12.7%	8	0.0%	0	0.0%	0	0.0%	0
AUTUMN	0.0%	0	33.3%	21	66.7%	42	0.0%	0	0.0%	0	0.0%	0
SPRING	0.0%	0	0.0%	0	57.1%	36	42.9%	27	0.0%	0	0.0%	0
SUMMER	0.0%	0	0.0%	0	1.6%	1	58.7%	37	39.7%	28	0.0%	0

DPP	Getting Ready		Beginning		Developing		Expected Standard		Greater Depth Standard		Expected Standard Plus	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
8												
ON ENTRY	25.0%	2	62.5%	5	0.0%	0	0.0%	0	0.0%	0	0.0%	0
AUTUMN	0.0%	0	62.5%	5	25.0%	2	0.0%	0	0.0%	0	0.0%	0
SPRING	0.0%	0	12.5%	1	62.5%	5	23.0%	2	0.0%	0	25.0%	2
SUMMER	0.0%	0	12.5%	1	0.0%	0	62.5%	5	25.0%	2	87.5%	7

Non DPP	Getting Ready		Beginning		Developing		Expected Standard		Greater Depth Standard		Expected Standard Plus	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
59												
ON ENTRY	15.3%	9	71.2%	42	13.6%	8	0.0%	0	0.0%	0	0.0%	0
AUTUMN	0.0%	0	32.2%	19	67.8%	40	0.0%	0	0.0%	0	0.0%	0
SPRING	0.0%	0	1.7%	1	55.9%	33	42.4%	25	0.0%	0	0.0%	0
SUMMER	0.0%	0	0.0%	0	3.4%	2	57.6%	34	39.0%	26	0.0%	0

EAL	Getting Ready		Beginning		Developing		Expected Standard		Greater Depth Standard		Expected Standard Plus	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
5												
ON ENTRY	20.0%	1	80.0%	4	0.0%	0	0.0%	0	0.0%	0	0.0%	0
AUTUMN	0.0%	0	60.0%	3	40.0%	2	0.0%	0	0.0%	0	0.0%	0
SPRING	0.0%	0	0.0%	0	100.0%	5	0.0%	0	0.0%	0	0.0%	0
SUMMER	0.0%	0	0.0%	0	20.0%	1	40.0%	2	40.0%	2	80.0%	4

Non EAL	Getting Ready		Beginning		Developing		Expected Standard		Greater Depth Standard		Expected Standard Plus	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
62												
ON ENTRY	16.1%	10	69.4%	43	12.9%	8	0.0%	0	0.0%	0	0.0%	0
AUTUMN	0.0%	0	33.9%	21	64.5%	40	0.0%	0	0.0%	0	0.0%	0
SPRING	0.0%	0	3.2%	2	53.2%	33	43.5%	27	0.0%	0	0.0%	0
SUMMER	0.0%	0	1.6%	1	1.6%	1	59.7%	37	37.1%	28	0.0%	0

SER	Getting Ready		Beginning		Developing		Expected Standard		Greater Depth Standard		Expected Standard Plus	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1												
ON ENTRY	0.0%	0	100.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0
AUTUMN	0.0%	0	0.0%	0	100.0%	1	0.0%	0	0.0%	0	0.0%	0
SPRING	0.0%	0	0.0%	0	100.0%	1	0.0%	0	0.0%	0	0.0%	0
SUMMER	0.0%	0	0.0%	0	0.0%	0	0.0%	0	100.0%	1	100.0%	1

Non SER	Getting Ready		Beginning		Developing		Expected Standard		Greater Depth Standard		Expected Standard Plus	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
66												
ON ENTRY	16.7%	11	69.7%	46	12.1%	8	0.0%	0	0.0%	0	0.0%	0
AUTUMN	0.0%	0	36.4%	24	62.1%	41	0.0%	0	0.0%	0	0.0%	0
SPRING	0.0%	0	3.0%	2	56.1%	37	40.9%	27	0.0%	0	0.0%	0
SUMMER	0.0%	0	1.5%	1	3.0%	2	59.1%	39	36.4%	27	0.0%	0

Component Part 4 – Pupil Progress Conferences

These are held termly with the teachers from each year group, along with the Head Teacher, SENCO and Teaching Assistants where appropriate. Gaps in understanding are identified through the assessment process and staff decide on which intervention will be the most appropriate and effective. This process also identifies any more able pupils who may be at risk of underachievement (See Fig. 4 below).



Pupil Progress Meeting Record

Date: 28/06/2017

Class teacher:

Suzanne Brooke

Attendees:

Tim Broad, Katherine Wood, Sara Riddle, Ben Fraser-Smith, Suzanne Brooke, Dawn Thompson, Cheryl Smith

Year 6



<u>Y6 Reading: Children causing concern</u>		
Name of child/ group of children	Action and person responsible	Timescale
Pupil A	Add to SEN register (Dawn) Accelerated reading at HGS. 3 x reading with SP	This week Oct 2017 – June 2018 Sept 2017 - ongoing
<u>Y6 Reading: Needing further challenge:</u>		
Name of child/ group of children	Action and person responsible	Timescale
Pupil B Pupil C	Teacher and TA being aware and keeping on top of these children. Make sure they are reading suitably challenging novels.	September 2017 - ongoing

