

Topcliffe Primary CofE School

‘Life After Levels’ Assessment Summary



Principles that underpin assessment processes

- 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 used as a small part of the process in forming teacher assessment judgement.
- Assessment judgements are carefully moderated with colleagues and other professionals from within and beyond the school (through the cluster, the North Star 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 assessment summaries 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 and progressing.

Academic Year Summary

	Academic Year 2016 -2017			
	Autumn 1 (last week before half term)	Autumn 2 2015 (first week in December)	Spring 2016	Summer 2016
Reading	EY – Baseline on entry development matters. Early excellence baseline. Yr 1-6 - end of half term assessment using year group objectives	EY – development matters end of term tracking. Yr 1 – 6 end of term assessment using steps and statements. Summative assessments for Y1-6 are used to support judgements.	EY – development matters end of term tracking. Yr 1 – 6 end of term assessment using steps and statements. Summative assessments for Y1-6 are used to support judgements.	EY – Early learning goals assessment: emerging, expected, exceeding. Yr 1 – 6 end of term assessment using steps and statements. Summative assessments for Rec-Y6 are used to support judgements. Yr2 – National assessments internally marked Yr6 – National assessments externally marked.
Writing				
Maths				
Science	Yr 1 – 6 end of unit assessment using objectives for the topic covered and an assessment against LA key stage objectives for working scientifically.	Yr 1 – 6 end of unit assessment using objectives for the topic covered and an assessment against LA key stage objectives for working scientifically.	Yr 1 – 6 end of unit assessment using objectives for the topic covered and an assessment against LA key stage objectives for working scientifically.	Yr 1 – 6 end of unit assessment using objectives for the topic covered and an assessment against LA key stage objectives for working scientifically.

GD	Children are working at greater depth and beyond age related expectations
ARE	Children are working at age related expectations
W3	Children are working towards age related expectations
W2	Children are working towards age related expectations
W1	Children are working towards age related expectations

B	Children are working below age related expectations
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Children have the full academic year in which to meet the year group expectations. It is expected that the spreadsheets will change each half term to reflect what has been taught and how secure the children are in their understanding of the key objectives.

Detailed analysis will take place each half term to ensure that children are on track to meet their targets.

The table below shows the general time frame of movement between emerging, expected and exceeding for the majority of learners.

End of....term	Steps		
Autumn	B	W1/W2	W2/W3
Spring	W1	W3	ARE
Summer	W2/W3	ARE	GD

The vast majority of children are working on their year group expectations. There are some children who have lower starting points and are working on objectives below their chronological age. This information is shared with parents and children are tracked on the relevant year group spreadsheet.

Making Assessment Judgements

Children can be considered to have achieved a statement when teachers can assess they have understood it within a taught and an applied context and they can signpost to evidence through range of sources pupils written work, teacher observations, annotated planning, photos etc.

Attainment

Attainment is measured 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.

Progress Measures for 2016 – 2017

Examples:

John – Summer term of Yr 4 John was assessed as ARE, end of Yr 5 John is assessed as ARE again. He will have made expected progress.

Alice – Summer term of Yr4 Alice was assessed as below ARE. Summer term of Year 5 Alice is assessed as GD. Alice would therefore have made more than typical progress.

Under this new system and principles, data is less likely to show large numbers of pupils making more than expected progress as this will only really show where children at some point have been below age related and have ‘caught up to become age related’.

Children who start any particular point age related in data terms will only show as making expected progress as the assessment system prioritises deepening their understanding rather than ‘moving the on’ to the next year group expectations.

Key point:

With the curriculum changes the expectation for each year group has increased. There is still likely to be an element of ‘backfill’ particularly in key stage 2. This does not reflect a lack of progress but rather a period of consolidation of new areas / topics / skills which had not been in the previous curriculum.

What are we going to assess?	How are we going to assess?	How often will we assess?	How is this going to be recorded?	When will this be reported?
Phonics	EYFS-individual assessments Year 1 Phonics screening Checks based on the sounds learnt each term	After each L&S phase June assessment Termly checks	Phonics tracking Phonics tracking	Termly
Writing	EYFS-EYFS Development Matters highlight writing statements Kent progression grids from independent writing	Termly Half termly	EYFS tracking grids Highlighted on Kent tracking grids	Termly Termly
Grammar and Punctuation	Rising Stars?	Termly checks	Tracking grid	
Reading	EYFS-Summer GL Assessment EYFS-EYFS Development Matters highlight reading statements Head start	Termly checks	EYFS tracking grids Tracking grid	Termly
Year 2	Sample SATs paper	January		
Year 6	Sample SATs paper	January		
Spelling	Weekly spelling check-up by dictated sentences	Weekly	Class records	
Maths	EYFS Development Matters highlight maths statements Head start	Pre and post topic tests Termly tests	EYFS tracking grids Head start tracking	Termly
Science	EYFS-Development Matters highlight Understanding the world statements Switched on Science	KS2 – End of topic assessments KS1 – teacher assessment	EYFS tracking grids	Termly
Reading, maths, SPAG	GL assessment			