

TSM

TRIMLEY ST.
MARTIN

Assessment Policy

Updated Spring Term 2016

TSM Assessment Policy

1. The principles and aims of assessment

TSM purposes and principles of assessment

All schools now have the freedom to choose their own approaches to formative and summative assessment, according to what best suits their pupils, curriculum and staff. This provides an opportunity for us to challenge and improve their assessment systems and to build greater expertise in assessment.

The TSM Assessment process has 3 clear aims:

a) Clarity for pupils, parents and carers

Without levels, we can use our own assessment systems to support more informative and productive conversations with pupils and parents. Our clearer assessment process enables pupils to take more responsibility for their achievements by encouraging them to reflect on their own progress, understand what their strengths are and identify what they need to do to improve very easily. Making sure that our assessment is linked to the content of the school's curriculum will allow for communications with parents to provide a clearer sense of how to support their children to build and consolidate learning. We will be able to pin point the areas that pupils are struggling with.

b) Support for pupils

By no longer grouping pupils according to levels, we can give more focus to providing pupils with feedback which highlights the aspects of the curriculum where their knowledge and understanding is secure and those areas where there are gaps. Using a range of formative assessment methods allows our teachers to tailor their assessments to the underpinning knowledge and skills being taught.

Removing the 'label' of levels will help to improve pupils' mind-sets about their own ability. In the past, differentiating teaching according to pupils' levels meant some pupils did not have access to more challenging aspects of the curriculum.

c) Teacher workload

The expectation to collect data in efforts to track pupils' progress towards target levels considerably increased teachers' workload. At Trimley St Martin we want teachers to build their confidence in using a range of formative assessment techniques without the burden of unnecessary recording and tracking.

The disconnect between levels and the content of the national curriculum also meant that telling a parent his or her child was level 4b, did not provide meaningful information about what that child knew and understood or needed to know to progress. Levels were used to measure both end of phase achievement and lesson-by-lesson formative progress, but they had not been designed to fulfil the latter purpose, with the result that formative assessment was often distorted.

Why this school no longer uses National Curriculum Levels

Despite being intended only for use in statutory national assessments, too frequently levels also came to be used for in-school assessment between key stages in order to monitor whether pupils were on track to achieve expected levels at the end of key stages. This method distorted the purpose of in-school assessment, particularly day-to-day formative assessment. Teachers became focused on whether children were moving from one sub level to the next rather than whether they were becoming competent in particular skills.

Too often levels became viewed as thresholds and teaching became focused on getting pupils across the next threshold instead of ensuring they were secure in the knowledge and understanding required for their age. Depth and breadth of understanding were sometimes sacrificed in favour of pace. **Levels also used a 'best fit' model, which meant that a pupil could have serious gaps in their knowledge and understanding, but still be placed within the level.** This meant it wasn't always clear exactly which areas of the curriculum the child was secure in and where the gaps were. For example two pupils levelled at 3C could have very different gaps in their learning. Grading them 3C would not help to address those gaps!

Progress became synonymous with moving on to the next level, but progress can involve developing deeper or wider understanding, not just moving on to work of greater difficulty. Sometimes progress is simply about consolidation.

Although levels were intended to be used to assess pupils against the whole programme of study, the results of almost any assessment were translated into a level or sublevel and used as a measure of overall attainment. This either required aggregating a wide variety of data into a single number, which did not represent pupil performance accurately, or meant that levels were being assigned to individual pieces of work, regardless of how much of the programme of study they covered.

The level descriptors were also open to interpretation. Different teachers could make different judgements. Teachers receiving new pupils frequently disagreed with the levels those pupils had been given by previous teachers.

Purpose

At Trimley St Martin Primary School we believe that we are assessing the children for two key purposes:

- (a) To identify strengths in subject areas and to identify gaps in learning which can then be planned for and addressed.
- (b) To ensure children are meeting and achieving the expected standard and that they are making good progress whilst being in the school.

We want the process to be simple and effective. The previous approach was overly complicated and actually had very little value. This school believes that the above two principles are the only reasons for assessment within the school and therefore will ensure that its time and energy will only be spent working towards them. The school will not produce masses of data for the sake of producing masses of data.

The Assessment Process

Our assessment will enable the school to measure how secure children are with regards to working at the level expected for their age. Our assessment process will also enable us to identify the children who are secure in the year group expectations and those who are exceeding.

Our assessment system aims to alert the teacher to the areas in which a child is secure but also highlight areas of the curriculum that need further support, re-teaching or consolidation.

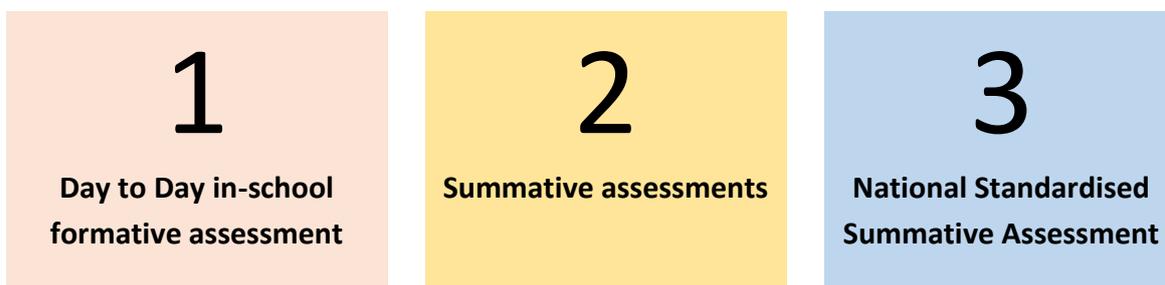
Each half term, the teacher will record how many of the year group expectations a child is secure in. The school believes that if a child is secure in **95% - 100%** of the expectations then they are in fact classed as achieving the expected standard for their age. This information will be added to a distribution sheet which will allow the school to see the following:

- The children are likely to exceed the year group expectation **MASTERY** (Deep / Advanced)
- The children who are on-track / likely to achieve the national expectation **SECURE**
- The children who are unlikely to achieve the national expectation. **EMERGING** (Commenced / Developed)

After each term, the distribution sheet will enable the school to identify those who are making good progress to achieving the national expectation, those who are making rapid progress and those who are making slower progress.

Types of Assessment

Trimley St Martin will use different types of assessment to achieve its two key purposes:



→ Day-to-day in-school formative assessment:

- *Question and answer during class*
- *Marking of pupils' work*
- *Discussions and conversations*
- *Observational assessment*
- *Regular short re-cap quizzes*
- *Scanning work for pupil attainment and development - Work recorded in the exercise books*
- *Flash forward activities*
- *Homework activities*

Benefits for pupils:

- + Helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

Benefits For parents:

- + When teachers meet with parents in-school formative assessments can help us to provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve, rather than just a level! It helps us to show the parents that we really understand what it is that their child is good at and what they need to work on.

For teachers:

- + In-school formative assessment should be a major part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:

- + If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations. This for the school is the most important element of assessment. Numbers, facts, percentages are methods used to prove our worth – good formative assessment which the teacher uses to address gaps is far more important.

Formative Assessment in practice

Q - What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?

- *whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary.*
- *whether a pupil has been able to demonstrate application of a skill with increasing independence or confidence.*
- *whether they can apply in to their learning or answer a test style question*

Q - How will I share the information from this to the pupils in a way that helps them to understand what they need to do to improve?

- *Through quality marking and next steps*
- *Through quality verbal feedback in lessons*
- *Through completion of the target sheet in front of the maths books*
- *Through completion of the Independent Writing Task Sheet following a literacy task*
- *Through complete of the Group Guided Reading Target Sheet*

Q - How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?

- *building in time before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment about where they need to target their efforts.*
- *where it may be a challenge for a pupil to understand the purpose of assessment, communicating the outcomes in ways that help the pupil understand their achievements.*

Q - How will I ensure my approaches to assessment are suitable to all abilities?

- *find alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or discussion with the pupil and parents.*

- *Remove some of the barriers preventing a child showing they understand e.g use a scribe for reading comprehension questions or a reader in a maths test.*

Q - How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?

- *identifying which pupils to target for additional support or which areas of the topic to recap.*
- *Plan to tackle a particular area of the curriculum in a different way.*
- *Use the gaps on the assessment spreadsheet to identify topics which you are teaching successfully and those where the children often struggle.*

Q- What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?

- *assess whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or exploring ways in which the concept can be taught differently for pupils who have demonstrated less secure understanding.*
- *teach during booster groups*
- *use pre teaching booster groups to fill the gap before the child reaches the lesson.*
- *provide opportunities for exploring a concept in greater depth before moving on to new work.*

Q- Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

- *do not assume that everything needs to be recorded. Identify which assessment outcomes are essential to record for the teacher pupil, parent or carer and keep it simple.*
- *Record when you have seen a child achieve this objective three times, either through application, answering test questions, through questioning.*

→ **Day-to-day in-school summative assessment:**

- *Informal End of Term Maths Expectation tests (written by the Class teachers – linked directly to the year group expectations)*
- *Timetables tests*
- *Independent writing tasks & dictation exercises (1/2 termly)*
- *Reviews for pupils with SEN and disabilities*
- *END OF YEAR SUMMATIVE ASSESSMENT (PURCHASED)*

Benefits For pupils:

- + In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve. At Trimley St Martin, we use this information to give us a **snap shot** of a pupil's ability on a particular occasion. Evidence from summative assessment can be used by teachers to secure a judgment in a particular year group expectation.

For parents:

- + In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a year. Although the school believe that summative assessment is useful we believe that a combination of summative and formative assessment is much more valuable is understanding whether a child is secure with a particular year group expectation.

For teachers:

- + Our in-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:

- + In-school summative assessment enables our school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

Summative Assessment in practice

1. Who will use the information provided by this assessment?
 - *the teacher responsible for these pupils the following year.*
 - *the current teacher to identify which topics to add greater focus to in the coming year*
 - *senior leaders for reviewing the curriculum and making strategic decisions about where the school should focus its provision.*
 - *for reporting to parents.*

2. Will it give them the information they need for their purposes?
 - *The information will show... how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression.*
 - *areas to focus on in this year before moving on to addressing new year group objectives*
 - *where to target additional support*
 - *useful information on levels of independence, confidence and attitudes to learning of pupils with SEN and disabilities.*

3. How will it be used to support broader progress, attainment and outcomes for the pupils?
 - *The information provided by the assessment can support the following year's teacher in differentiating the support given to pupils in the class to achieve the positive outcomes.*

4. How should the assessment outcomes be communicated to pupils and parents to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future?
 - *This information will be shared as part of end of year report, so that attainment marks are supported by a wider context of the child's progress and understanding. NOT JUST A TEST MARK!*

5. How should the assessment outcomes be recorded to allow the school to monitor and demonstrate progress and attainment?
 - *Assessment outcomes will be recorded in a similar way to teacher assessments. The school will track a child's progress across the school to make judgements about its provision. Eg if a child is secure in Year R, they should **at least** be secure by the end of year 2 and the end of year 6.*

→ **Nationally standardised summative assessment:**

- *National Curriculum tests at the end of Key Stage 2*
- *National Curriculum teacher assessments at the end of Key Stage 1*
- *Early Years Baseline*

Benefits for pupils and parents:

- + Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

For parents:

- + Nationally standardised summative assessment will also provide parents with information on how the school is performing in comparison to schools nationally. This will enable parents to hold schools to account and can inform parents' choice of schools for their children.

For teachers:

- + Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:

- + Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

Why TSM believes in using a range of assessment methods

Different forms of assessment have different strengths and weaknesses. In-class formative assessment is a vital part of teaching and learning and can provide teachers and pupils with useful, real time information about what needs to happen next; nationally standardised tests are not as helpful diagnostically.

On the other hand, standardised tests (such as those that produce a reading age) can offer very reliable and accurate information, whereas summative teacher assessment can be subject to bias. Our teachers are aware of any potential bias in their assessments of pupils and the school will make conscious efforts to guard against it. E.g. Teacher Assessment information will be recorded before completing the End of Year Summative test.

2. Arrangements for the governance, management and evaluation of assessment

Responsibility for the Assessment Policy

The responsibility of the Assessment Policy is held by:

1. The Head teacher – Mr Stock
2. The Assessment Coordinator – Mrs Matthews

These two members of staff are responsible for ensuring its implementation and monitoring.

Monitoring of the Policy

The effectiveness of the policy will be monitored by the Head teacher and the governors within the school.

Moderation

The school currently works with the Felixstowe Pyramid in order to ensure consistency of judgment.

The Head teacher and Assessment Coordinator will also moderate assessments within the school by:

- ✓ Scrutinising the target sheets / guided reading logs / independent writing tasks and dictation and the work produced in the exercise books or evidence from summative assessments
- ✓ Discussing targets/objectives with pupils and discussing their learning
- ✓ Checking to see that where a teacher has signed off a target as being secure that there is adequate evidence in place to show that this is indeed the case.

School moderation will take place on a termly basis before information is transferred from the spreadsheets to the distribution sheets.

School to school moderation will take place in June every year. An independent moderator will oversee the moderation process and feedback findings to each of the schools in the Felixstowe Pyramid.

3. Information about how assessment outcomes will be collected and used

What will be used to make a judgement?	How will this be recorded?																																
Maths																																	
<ul style="list-style-type: none"> - Work from exercise books - Questions and discussions - Informal maths expectation tests - Responses to next step marking - SATs questions used in starters / plenaries 	<p>Individual Maths Target Sheets <u>FREQUENCY >> As and when...</u></p> <p>Teachers will date the maths target sheet when a pupil has shown evidence of achieving a year group expectation. Once a teacher has seen this on three discrete occasions (with at least one where it has been applied), it will be deemed that this child is secure in this area. <i>*Teachers will need to be careful to ensure that pupils who have been deemed as secure continue to operate at this level.</i></p> <div style="text-align: center;">  <p>Year 1 Maths Targets</p> <table border="1" data-bbox="539 987 1217 1346"> <thead> <tr> <th></th> <th>Seen in lessons</th> <th>Follow up</th> <th>Application</th> </tr> </thead> <tbody> <tr> <td>•Count reliably to 100</td> <td>2/4</td> <td>1/1</td> <td>3/3</td> </tr> <tr> <td>•Count on and back in 1s, 2s, 5s, and 10s from any given number to 100</td> <td>3/4</td> <td>1/1</td> <td></td> </tr> <tr> <td>•Write all numbers in words to 20</td> <td>2/2</td> <td>2/2</td> <td></td> </tr> <tr> <td>•Say the number that is one more or one less than a number to 100</td> <td></td> <td></td> <td></td> </tr> <tr> <td>•Recall all pairs of additions and subtractions number bonds to 20</td> <td></td> <td></td> <td></td> </tr> <tr> <td>•Add and subtract 1-digit and 2-digit numbers to 20, including zero</td> <td>3/3</td> <td>2/2</td> <td>3/3</td> </tr> <tr> <td>•Know the signs (+); (-) and(=)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> </div> <p>Year Group Tracking Spreadsheet <u>FREQUENCY >> TERMLY (but staff would be encourage to update half termly)</u></p> <p>At the end of a full term, teachers will need to transfer the information they have about a pupil to the tracking spreadsheet. Next to each objective, the teacher will record how many times this has been seen so far in the academic year.</p> <p>The teacher will record:</p> <ul style="list-style-type: none"> ‘3’ – Objective achieved 3 times. Pupil is secure in this objective. ‘2’ – Objective achieved 2 times. Pupil is developing in this objective. ‘1’ – Objective achieved 1 time. Pupil has commenced this objective. ‘0’ – This objective has not been achieved yet. Suggesting that the pupil is either below the year group expectation OR has not visited this topic/objective yet this term. 		Seen in lessons	Follow up	Application	•Count reliably to 100	2/4	1/1	3/3	•Count on and back in 1s, 2s, 5s, and 10s from any given number to 100	3/4	1/1		•Write all numbers in words to 20	2/2	2/2		•Say the number that is one more or one less than a number to 100				•Recall all pairs of additions and subtractions number bonds to 20				•Add and subtract 1-digit and 2-digit numbers to 20, including zero	3/3	2/2	3/3	•Know the signs (+); (-) and(=)			
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For each child, the spreadsheet will work out:

- The %'s of objectives that have been commenced, developed and secure.
- A suggested overall grade for the child, either **commenced**, **developed** or **secure**.
- A summary of the class as a whole.

Distribution Sheet

The head teacher and Assessment leader will transfer this information to distribution sheets in order to look at the cohort as a whole. This will enable the school to track pupil's progress over the course of a year and allow us to see an overview of how different groups of children are making progress across a year.

Setting Pupil Targets



Year 1 Maths Targets

•Count reliably to 100

•Count on and back in 1s, 2s, 5s, and 10s from any given number to 100

•Write all numbers in words to 20

•Say the number that is one more or one less than a number to 100

•Recall all pairs of additions and subtractions number bonds to 20

Children can be set targets by the class teacher highlighting particular expectations on their maths expectation sheet. These can link to objectives being covered in a booster group or something that the pupils can work on at home with parents. It does not necessarily have to be something you will solely work in class.

Tip – Choose an objective that runs through a number of elements of the maths lessons e.g. counting. Make a display and revisit on a daily basis, send home support material for parents to help the children achieve this target.

Literacy (Writing)

- Independent writing task
- Dictation task
- Spelling tests

Individual Independent Writing Task Recording Sheets

FREQUENCY >> Half Termly

Teachers will date the first column and then indicate when a pupil has shown evidence of achieving a year group expectation within the independent piece of writing or the connected dictation task. At present, writing has been split into Composition, Grammar & Punctuation and Transcription. Independent tasks are stored on the computer along with some dictation materials.

Year 6

The minimum expected Level for the end of Year 6 is S.		Independent Task Dictation - D		
Year 6 Expectations: Composition <small>Assessed on independent writing task</small>		A1	A2	S1
• I can identify the audience for and purpose of the writing.		✓	✓	
• I can choose the appropriate form and register for the audience and purpose of the writing.		✓	✓	
• I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.		✓	✓	
• I use a range of sentence starters to create specific effects.			✓	
• I can use developed noun phrases to add detail to sentences.				
• I use the passive voice to present information with a different emphasis.		✓		
• I use commas to mark phrases and clauses.				
• I can sustain and develop ideas logically in narrative and non-narrative writing.		✓	✓	
• I can use character, dialogue and action to advance events in narrative writing.			✓	
• I can summarise a text, conveying key information in writing.				
9 - 10 S	6 - 8 W+	1 - 5 W	W+	
Year 6 Expectations: Grammar & Punctuation <small>Assessed on dictation task & exercises</small>		A1	A2	S1
• I can use the passive voice.				

Year Group Tracking Spreadsheet

FREQUENCY >> TERMLY (but staff would be encouraged to update half termly)

Following each independent piece of writing, each teacher will look at the entire target sheet and make a judgement as to what grade they would allocate a child for each of the categories. The spreadsheet will then calculate a suggested score overall by averaging the others.

Targets

Year 6 Expectations: Composition <small>Assessed on independent writing task</small>		A1	A2
• I can identify the audience for and purpose of the writing.		✓	✓
• I can choose the appropriate form and register for the audience and purpose of the writing.		✓	✓
• I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.		✓	✓
• I use a range of sentence starters to create specific effects.			✓
• I can use developed noun phrases to add detail to sentences.			
• I use the passive voice to present information with a different emphasis.		✓	
• I use commas to mark phrases and clauses.			
• I can sustain and develop ideas logically in narrative and non-narrative writing.		✓	✓
• I can use character, dialogue and action to advance events in narrative writing.			✓
• I can summarise a text, conveying key information in writing.			
9 - 10 S	6 - 8 W+	1 - 5 W	W+

Children can be set targets by the class teacher highlighting particular expectations on their maths expectation sheet. These can link to objectives being covered in a booster group or something that the pupils can work on at home with parents. It does not necessarily have to be something you will solely work in class.

When marking independent pieces it will be clear which particular objectives are being found difficult by a number of pupils and these can then be fed in to the planning

Literacy (reading)

- Phonics session work
- Phonics assessments
- Guided reading Target sheets
- Reading comp. lessons evidence in books
- Book reviews etc

Individual Group Guided Reading Target Sheets

FREQUENCY >> As and when...

Teachers will date the Reading Target Sheets / Group Guided reading log (whatever they decide is best to use) when a pupil has shown evidence of achieving a year group expectation. Once a teacher has seen this on three discrete occasions (with at least one where it has been a written answer) it will be deemed that this child is secure in this area. *Teachers will need to be careful to ensure that pupils who have been deemed as secure continue to operate at this level.

Group: Aube			
Betty Brown			
	In session	Comprehension	Application
Expectation	Highlight the		
•Match all 40+ graphemes to their phonemes (Phase 3)	12 11	15 12	16 12
•Blend sounds in unfamiliar words	07 10		
•Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset			

Year Group Tracking Spreadsheet

FREQUENCY >> TERMLY (but staff would be encourage to update half termly)

At the end of a full term, teachers will need to transfer the information they have about a pupil to the tracking spreadsheet. Next to each objective, the teacher will record how many times this has been seen so far in the academic year.

The teacher will record:

- '3' – Objective achieved 3 times. Pupil is **secure** in this objective.
- '2' – Objective achieved 2 times. Pupil is **developing** in this objective.
- '1' – Objective achieved 1 time. Pupil has **commenced** this objective.
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For each child, the spreadsheet will work out:

- The %'s of objectives that have been commenced, developed and secure.
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- A summary of the class as a whole.

Distribution Sheet

The head teacher and Assessment leader will transfer this information to distribution sheets in order to look at the cohort as a whole. This will enable the school to track pupils progress over the course of a year.

2015 - 2016		TSM Tracking		Year 1	
TERM	Below the National Standard	Emerging		Expected	
	Pupils in previous year	Commenced	Developing	Secure	
		Up to 50% expectations met	50% - 95% expectations met	95-100%	
	B	W	W+	S	
Baseline					
		%	%	%	%
Aut 2	PS JM LS SR RW JMC SH		SR EC KS		
		70 %	20 %		%

Literacy (Spoken Language)

- Drama sessions, role play
- Group work
- Questioning in lessons / discussion in lessons
- Sharing with the class
- Presenting the class
- TEACHERS ARE ENCOURAGED TO LOOK FOR ADDITIONAL SOURCES EVIDENCE

Individual Group Guided Reading Target Sheets

FREQUENCY >> As and when...

Teachers will date the Spoken Language Target Sheets when a pupil has shown evidence of achieving a year group expectation. Once a teacher has seen this on three discrete occasions (with at least one where it has been recording physically e.g. written feedback from class members, photographs etc) it will be deemed that this child is secure in this area.

Year Group Tracking Spreadsheet

FREQUENCY >> TERMLY (but staff would be encourage to update half termly)

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Sharing Progress Information with Parents

In order to share progress information with parents, the school will use a similar chart to the schools distribution sheet. The sheet will allow parents to see how many objectives have been achieved at three key points across the year.

Each term, Parents will receive a personalised Pupil Progress Grid for their child.

Parents will need to be reminded that National Curriculum levels no longer exist and the school now assesses children against the National Expectations (a list of specific things a child SHOULD achieve before the end of the academic year).

Parents will be encouraged to forget National Curriculum levels for now as there is very little correlation between the National curriculum levels and our new gradings. This is because the criteria that children are being assessed against has changed also. Children are now expected to **do different things** in each year group.

In order to raise the standards Nationally, a lot of objectives that should have been taught in higher year groups has been moved down to lower year groups. So... it is now harder than previous to achieve the expected standard for your age. E.g. some objectives that previously were taught in year 3 have now moved to year 2.

As before Parents will receive information on their child's attainment and progress across the course of the academic year.

ATTAINMENT – the current ability your child is working at

By the end of year, the aim is for all children to have achieved at least EXPECTED / Secure.

Some children may achieve more than the expected amount of objectives this children will be EXCEEDING (Deep / Advanced) .

A few children may remain still be making progress towards the expected range and therefore will be graded as EMERGING (Commenced / Developing).

To indicate the current levels, the class teacher uses the spreadsheet to show the % of targets have been either commenced, developed and secured. This will allow parents to see:

- a) The % of objectives achieved since the start of the academic year.
- b) How many more objectives they need to achieve to be working within the EXPECTED / Secure range.
- c) The rate of progress the child is making*.

PROGRESS – the pace at which your child is achieving the year group objectives.

Behind the % boxes there is a specific colour. Children who have % above 80 in the grey boxes are considered to be making expected progress (this may be adjusted in subsequent years based on what we find this year). Children who have high %s in the green boxes are making greater than expected progress.

In the Spring term, children having high %'s in the pink boxes will be making less than expected progress. These will be targetted to ensure they are making the required progress before the end of the academic year.

Please note –if children continue to remain in the grey boxes – they are making expected progress and therefore will finish the year as EXPECTED / Secure.

The large majority of children in the school should achieve EXPECTED at the **end of the academic** year. That is because some objectives will be harder to achieve than others and gathering evidence that a child **has really understood a particular objective (and it is embedded) may require a topic to be revisited more than once.**

 BOB BOBBINS 2015 – 2016

Year 5

TERM	Below the National Standard	Emerging		Expected	Exceeding		Exceptional Standard
		Commenced	Developing	Secure	Advanced	Deep	
	Bel	Com	Dev	Sec	Adv	Deep	X
Read	Aut	18%	23%	36%	23%		
	Spr		24%	14%	62%		
	Sum						
	TEST						

Example								Explanation							
 BOB BOBBINS 2015 – 2016 Year 5								<p><u>Child A</u></p> <p>Has made good progress since the start of the academic year. In Autumn, this child was secure in 23% of the Year 5 objectives. This child has now secured 62% of the Year group objectives. As he already is secure in a high number of objectives and in the green zone. It is likely that he will be exceeding at the end of the year.</p>							
TERM	Below the National Standard	Emerging		Expected	Exceeding		Exceptional Standard								
		Commenced	Developing	Secure	Advanced	Deep									
	Bel	Com	Dev	Sec	Adv	Deep	X								
Read	Aut	18%	23%	36%	23%										
	Spr		24%	14%	62%										
	Sum														
	TEST														

Year 2

TERM	Below the National Standard	Emerging		Expected
		Commenced	Developing	Secure
	Bel	Com	Dev	Sec
Read	Aut	32%	64%	4%
	Spr	16%	52%	20%
	Sum			
	TEST			

Child B

This child has made slower progress. The majority of objectives have been commenced by the end of spring term. By having such high % of objectives commenced, it is unlikely that this child will be able to secure all of them in one term. It is likely that by the end of the year, this pupil will be emerging. It is also likely that this child will receive additional booster groups both in school time and after school.

Year 4

TERM	Below the National Standard	Emerging	
		Commenced	Developing
	Bel	Com	Dev
Read	Aut	76%	24%
	Spr	50%	46%
	Sum		
	TEST		

Child C

This child reached the end of Autumn term working below the year group standard for 76% of the objectives.

Improvement have been made. It is likely that this child will finish the year 'emerging'.

BOB BOBBINS 2015 – 2016

Year 4

TERM	Below the National Standard	Emerging		Expected	Exce	
		Commenced	Developing	Secure	Advanced	
	Bel	Com	Dev	Sec	Adv	
Read	Aut	0%	65%	35%		
	Spr	0%	3%	56%	29%	2%
	Sum					
	TEST					

Child D

This child has already developed a high % of objectives. Secure in a third of the objectives and even achieved some mastery objectives.

Improvement have been made. It is likely that this child will finish the year 'exceeding'.

Information to be shared with Governors

At this point it is difficult to indicate exactly what information will be provided to the governors regarding pupil progress. The new Governor monitoring forms have been adjusted to collect the following information. Once the school has completed a full cycle we will be able to make some adjustments to the methods we use to gather data.

1. No of children at Year Group Expectation & %'s (Using old NC levels) from July 2015

Below			At			Exceeding		
Rd	Wr	Ma	Rd	Wr	Ma	Rd	Wr	Ma

2a. Current Position

How many child below the grey section? (Expected to be below the expected at the end of the year)			Indicating they are where they should be at this time of year (Expected to be secure at the end of the year)			How many child are already in the green section? (Expected to be exceeding at the end of the year)		
Rd	Wr	Ma	Rd	Wr	Ma	Rd	Wr	Ma

2b. SCHOOL TARGET FOR THIS COHORT

Below			At			Exceeding		
Rd	Wr	Ma	Rd	Wr	Ma	Rd	Wr	Ma