

ASSESSMENT AT GIFFARDS PRIMARY SCHOOL

Assessment without levels

Following the introduction of a new National Curriculum framework in September 2014, the Government decided to remove level descriptors. The government's intention was to free schools from an imposed measure of pupil progress.

The Department for Education has said that levels were not very good with respect to helping parents to understand how far their child is improving. From September 2014, the Government decided that: "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, governors, leaders and teachers have chosen a different way to measure pupil attainment and progress at Giffards Primary School.

During the academic year 2014-15, the school underwent a period of transition from old levels to new assessment descriptors. As a result Reception pupils are baselined on entry against the Prime and Specific areas of learning and against Early learning Goals at the end of the academic year. Year groups 1 to 6 are now being assessed against new National Curriculum descriptors.

National Curriculum: Tim Oates on assessment

Tim Oates from Cambridge Assessment talks about the purpose of changes to assessment in the new curriculum and rationale behind moving away from levels.

<https://www.youtube.com/watch?v=-q5vrBXFpm0>

Our assessment system

The school has welcomed the changes in the National Curriculum and has seen 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 from the beginning, that whatever assessment system we use, it needs to be robust and track pupils' progress across the school and not just at the end of a Key Stage.

The Government's intention was that the curriculum should have more depth and rigour. The Government also felt that some knowledge and skills needed to be learnt at a younger age. This has led us to a shift in our thinking about how we assess our children's outcomes.

In Key Stages 1 and 2, we assess children against the new National Curriculum framework.

The principles that underpin our assessment system are:

- Every child can achieve
- Teachers at Giffards have the mindset, '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

ASSESSMENT AT GIFFARDS PRIMARY SCHOOL

- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve

The Government has also said that in order to be 'secondary ready' children need to meet the required end of Key Stage 2 expectations. These expectations are broken down into key outcomes for each curriculum year. To assist us, we use the National Curriculum objectives and NAHT KPIs (National Association of Headteacher Key Performance Indicators) as well as other more detailed/specific 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 Reading in English would be said to be at age expected age related expectations and secure at the end of Year 3 band expectation for Reading in English. A child achieving half or so of the Mathematics objectives for Year 3 would be classed as working towards the Year 3 band expectation for Mathematics. A child achieving only a few Reading objectives for Year 3 would be classed as working at the beginning of Year 3 expectations or below the Year 3 band expectations

Our assessment and reporting system includes:

- On-going assessment by the class teacher throughout each lesson against the National Curriculum expectations and standards, through questioning, observation and dialogue
- Children knowing what they are being asked to learn and more importantly, why
- Learning objectives and success criteria that are discussed and agreed with or formulated by the children during each lesson, work is then assessed against the success criteria
- Clear feedback given by teachers to pupils on their success and next step developments
- Regular and rigorous scrutiny of pupil work to check standards are being met
- Spelling and phonics tracking systems
- On-going reading record systems
- Mathematics progress tracking grids
- Tracking grids for the Foundation Subjects
- Summative assessments – using PIRA Tests (reading) PUMA tests (maths) GAPS tests (Grammar, punctuation and spelling)
- Phase writing assessments – based on year group writing band expectations
- Previous KS2 SATS papers in Year 6 – as summative assessments or other published exam style papers
- Simple assessment recording system in EYFS

All of the above feed into 6 '*data snap-shots*'. Pupil progress meetings take place each half term. These reviews pay specific attention to pupils who were not achieving ARE or falling behind from their previous assessment point.

Tracking attainment progress over time

We employ a system that tracks children's attainment and progress across each year. In addition, we also track children's progress from entry into EYFS to the exit of EYFS, from the exit of EYFS until the end of Year 2 and from Year 2 to the end of Year 6.

ASSESSMENT AT GIFFARDS PRIMARY SCHOOL

In Year Tracking

We use band codes and Prior Attainment Groups (PAGS) to track pupils' progress over time, against age-related expectations in each subject area.

Band Codes:

- (B) Beginning/ (B+) Beginning +
- (W) Within/ (W+) Within+ (W+ will be considered the lower end of Age Related Attainment at the end of a school year. No child will be assessed at W+ if they have not met the Key Performance Indicator expectations for the band)
- (S) Secure, reflecting that age-related objectives have been achieved and are very well embedded
- (S+) Secure +, showing that age-related objectives have been achieved and the child is working at a consistent and independent, deeper level of understanding and application or greater depth
- These correlate to termly age related expectations

(See Table 1.0 below)

PAGS (Prior Attainment Groups)

At the end of Key Stage 2 in Year 6, pupils will undertake statutory Standard Attainment Tests (SATs). A scale score is calculated for each test. Pupils are assessed as making good progress by comparing their test scale score averages to those of their peers nationally in the same prior attainment group on entry to KS 2, (PAG). Pupils are tracked across Key Stage 2 to ensure that they are on track to achieve the likely PAG progress outcome that will indicate that they have made good attainment progress from their given starting point.

Assessment

Assessments are made against the objectives taught that half term – if a child has shown understanding of the objectives taught they will be moved up to the next Age Related Expectation point – e.g from B to B+, B+ to W and so on

Pupils will revisit objectives throughout the year and need to demonstrate ability to apply these accurately and independently.

The band and tracking scheme is the back-bone to track progress across the school. The majority of children will be working within the band for their year

Band 1= Year 1

Band 2= Year 2 etc

Children who are not able to access the curriculum within their band will be working on 'below band objectives' and assessed against the relevant band for their ability. They will be catching up in effect so that they can accelerate to Age Related Expectation.

ASSESSMENT AT GIFFARDS PRIMARY SCHOOL

Termly Age related expectations (ARE)		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Below band	ARE = B	ARE = B+	ARE = W	ARE =W+	ARE =W+ and S	Above ARE = S+
B = beginning W = within S = secure	Not able to access year group objectives and assessments will be made against a previous band	Pupil learning is chiefly focused on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in		Pupil learning is fully focused on the criteria for the band. This is a teacher best fit decision but could be informed by statement assessments between around 60% and 75% achieved. All KPIs must be met to be assessed at W+		Confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations of the band have been met	
End of Aut1		ARE	Above ARE	Above ARE	Above ARE	Above ARE	Above ARE
End of Aut2		ARE	ARE	Above ARE	Above ARE	Above ARE	Above ARE
End of Spr1		Below ARE	ARE	ARE	Above ARE	Above ARE	Above ARE
End of Spr2		Below ARE	Slightly below ARE	ARE	ARE	Above ARE	Above ARE
End of Sum1		Below ARE	Below ARE	Slightly below ARE	ARE	Above ARE	Above ARE
End of Sum2		Well below ARE	Well Below ARE	Slightly Below ARE	ARE and met KPIs	Securely ARE	Above ARE

More able children

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

Children who have securely met the end of year objectives will be assessed as exceeding or having a greater depth understanding of the objectives for their age group. 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 across all areas of the curriculum by applying their skills accurately and confidently to other subject areas.

Key Stage Tracking.

Early Years – EYFS/Reception

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

Baseline assessments will be made during the first few weeks of children starting in September against the EYFS profile.

ASSESSMENT AT GIFFARDS PRIMARY SCHOOL

Assessments will be based on observation of daily activities and events and through independent activities that evidence a grasp of the concept/learning objective. 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:

1. **Emerging**, not yet reached the expected level of development
2. **Expected**, at the expected level of development for their age
3. **Exceeding**, beyond the expected level of development for their age

Progress will be tracked and recorded at the end of the year using Target tracker, during the year assessments are recorded and tracked using 2simple.

Key Stage One

Pupils in Years 1 and 2 will be tracked for each year band. Pupils will also be tracked according to their entry point into Key Stage 1 from EYFS. If a pupil is assessed as **emerging** at the end of EYFS the expectation is that many children will progress to expected by the end of KS 1. If a pupil is assessed at **expected** (ARE) at the end of EYFS, then the minimum expectation is that they will have an attainment outcome of at least W+ at the end of Year 1 and at the end of Year 2. If a pupil is assessed at **exceeding** at the end of EYFS, the expectation is that that pupil will continue to attain as exceeding (S+) at the end of Year 1 and then again at the end of Year 2.

Pupils that attain at W+ and above at the end of each year will begin the following year by covering the curriculum for that year. If they have made progress against the learning objectives they will progress to B of the new year band at the end of the first half term. Pupils assessed below W+ of their band at the end of the year will follow a catch up skills and knowledge curriculum until they are able to catch up with their peers at ARE.

End of Year Expectations					
Below Age related Expectation			Expected Attainment ARE		Exceeding
B	B+	W	W+	S	S+

Key Stage Two

Pupils in Years 3, 4, 5, and 6 will be tracked for each year band. Pupils will also be tracked according to their entry point into Key Stage 2 from Year 2. These entry points determine the minimum attainment and progress expectation pupils should achieve at the end of each year and at the end of Key Stage 2. A pupil who enters KS2 below the ARE of W+ and above may be set the aspirational target to progress to ARE, depending on knowledge of the pupil and what their prior attainment was. A pupil who enters Key Stage 2 at the end of KS1 at ARE of W+, will be expected to maintain ARE expectations as they progress through each year of the Key Stage with the aspirational target of obtaining an exceeding level of attainment and greater depth understanding. A pupil who enters Key

ASSESSMENT AT GIFFARDS PRIMARY SCHOOL

Stage 2 as exceeding or already at a greater depth of understanding will be expected to maintain this level as they progress through each year group to the end of Key Stage 2.

Reporting to Parents

Attainment and progress outcomes are reported to parents at each of the parent's evenings through the year and in the Final Pupil Report given to parents in the summer term.