

Assessment Journey 2016-2017

As a school, we recognise the journey we are on as we move from assessing with national curriculum levels to assessment beyond levels. The transition began at the end of the 2104/2015 academic year and we remain on this journey. Within our model of monitoring and evaluating the effectiveness of our school and as we keep up to date with the updated information from the DfE, we continue to develop the implementation of systems and structures as well as time and opportunities for our staff to develop their confidence and knowledge with the expectations of the National Curriculum.

Principles

Our assessment system is underpinned by our principles of why and how we assess children. These are outlined below.

Principle Assessment is...		At Woolden Hill we will...	We can assure our parents that...	We promise the children that...
At the heart of teaching and learning	<ul style="list-style-type: none"> a. Assessment provides evidence to guide teaching and learning (Class Track and Assertive Mentoring) b. Assessment provides the opportunity for students to demonstrate and review their progress 	<ul style="list-style-type: none"> • Plan learning to ensure every child makes progress in all areas of the curriculum • Plan learning and activities to overcome gaps in learning • Use a variety of teaching pedagogies to provide children opportunities to show their learning and review future targets 	<ul style="list-style-type: none"> • Assessment guides the planning and learning consistently in the school • All children are given the opportunity to demonstrate their true potential 	<ul style="list-style-type: none"> • You will know what you will be learning and why • You will build on what you have already learnt • You will have opportunity to demonstrate your newly acquired skills, knowledge and understanding
Fair	<ul style="list-style-type: none"> a. Assessment is inclusive of all abilities b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address 	<ul style="list-style-type: none"> • Use relevant assessment criteria related to the child's individual level • Value all steps in progress 	<ul style="list-style-type: none"> • Their child will be treated as an individual and assessed accordingly • Their child will be valued 	<ul style="list-style-type: none"> • You will know your next steps in learning • You will be treated as an individual

Honest	<ul style="list-style-type: none"> a. Assessment outcomes are used in ways that minimise undesirable effects b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning c. Assessment judgements are moderated by experienced professionals to ensure their accuracy 	<ul style="list-style-type: none"> • Use tests and baseline material as part of the school's cycle to ensure consistency • Be professional with our use of outcomes • Report information necessary to stakeholders and without prejudice • Engage in moderating 	<ul style="list-style-type: none"> • Their child's assessments will be carried out by experienced staff • Testing and any assessment outcomes will be used to help their child learn even more • Their child will only receive constructive feedback • Outcomes will only be shared 	<ul style="list-style-type: none"> • We will use tests to help you with your learning • You will know where you have done well and what you can work on next • You will be given support in lots of ways to ensure you are the best you can be
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		<p>practices internally and externally (across the Trust); using these as opportunities to develop and up-skill ourselves</p> <p>Outcomes will be used to support the organisation of</p> <ul style="list-style-type: none"> • intervention 	<p>when necessary in a professional and respectful manner</p> <ul style="list-style-type: none"> • Their child will be given support to ensure they achieve their full potential 	
Ambitious	<ul style="list-style-type: none"> a. Assessment places achievement in context against nationally standardised criteria and expected standards b. Assessment embodies, through objective criteria, a pathway of progress and development for every child c. Assessment objectives set high expectations for learners 	<ul style="list-style-type: none"> • Use Raise and FFT for leaders to compare school's performance • Hold teachers to account for ensuring good progress for every child 	<ul style="list-style-type: none"> • You will be informed through written reports about your child's performance during the year against national expectations 	<ul style="list-style-type: none"> • You will have targets to work towards • Your targets will challenge you

Appropriate	<p>a. The purpose of any assessment process should be clearly stated</p> <p>b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate</p> <p>c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement</p> <p>d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning</p>	<ul style="list-style-type: none"> • Adhere to the school's assessment cycle • Have a clear system in place for outcomes to be shared with stakeholders • Keep trackers up to date • Record progress in the early years in learning journeys • Use tests appropriate to the child's year group • Communicate clearly the purpose of any assessment procedure 	<ul style="list-style-type: none"> • We will only use tests that are appropriate • Talk to your child about the reason behind the assessment procedure 	<ul style="list-style-type: none"> • You will know why you are having a test • You will know what and how to can achieve the big question • You will only sit tests where you will be able to show what you can do
Consistent	<p>a. Judgements are formed according to common principles</p> <p>b. The results are readily understandable by third parties</p> <p>c. A school's results are capable of comparison with other schools, both locally and nationally</p>	<ul style="list-style-type: none"> • Engage in moderating practices internally and externally; using these as opportunities to develop and up-skill ourselves • Have a clear system in place for outcomes to be shared with stakeholders and be used to compare against other schools 	<ul style="list-style-type: none"> • Draw upon the team's skills to ensure judgements and outcomes are accurate and appropriate • Use parental voice where appropriate to guide practitioner's judgements (EYFS) 	<ul style="list-style-type: none"> • All the staff in school will understand your strengths and targets in the same way

Assessing the National Curriculum

Our teachers use Classtrack as a system to assess children's progress towards the national curriculum. Within the class track system, every teacher has access to objectives taken from the National Curriculum for their current year group in Speaking and Listening, Reading, Writing and Mathematics. Teachers plan their units of work within English and Mathematics using objectives from the National Curriculum and then are able to assess against these on a regular basis as they teach the curriculum content. Class track allows teachers to show when an objective has been taught; when a child has understood the objective within a lesson; when a child has mastered the objective and when the child has mastered the objective with greater depth. This allows teachers to quickly identify gaps within learning for individual children as well as identifying areas of the curriculum which need further work to ensure the children have mastered the concept/skill/knowledge. The other benefit of using Classtrack is that teachers can track their curriculum coverage to ensure the pace of the long term planning is sufficient as well.

Standardising and Moderating assessments

As a school, we regularly engage in moderation within year groups and phases. The purpose of these sessions is to look at objectives and/or areas from a curriculum subject and allow time for professional conversation around the year group expectations. As part of the Discovery Schools Trust, our English and Mathematics subject leaders engage in termly moderating meetings where standards across the trust are standardised to increase the reliability and validity of the assessments made within school. Teachers also have access to termly Year Group Teach Meets where teachers have the opportunity to compare standards in their work sample and once again increase the reliability of teacher assessments.

Target Setting

We have used FFT Aspire predictions to set targets for our cohorts; these are broken down into groups within the cohort. As the cohort moves through the school, we will be able to use this target setting process as a way to close gaps between groups of children and evaluate our use of the Pupil Premium Funding.

Assessment Leadership

For assessment to be purposeful, there needs to be a whole school approach which we clearly set out in our roles and responsibilities (please see below).

We fully acknowledge that although we have made significant strides in the transition to fully implementing assessment beyond levels there is still further developments needed. Our systems of support and moderation within the academy will allow staff to become more familiar and confident with the curriculum expectations along with the release of exemplification materials. As we move into the next academic year, the release of national averages for standards as well as progress will allow leaders to benchmark our school and implement further action plans to continue to raise standards so that by the time the children leave us at the end of key stage 2, they are fully prepared for their next stage of their education.

Assessment Beyond Levels Roles and Responsibilities

	LSAs	Class Teachers	Intervention Teachers	Phase Leaders	English and Maths Leaders	SENDco	Assessment Leader	Headteacher
Marking	Make sure children can access marking	Feedback to children according to the marking policy Inform planning and next steps	Mark work from sessions- highlight strengths and areas to develop	Monitor marking according to the marking policy	Monitor marking according to the marking policy		Responsibility for writing, editing and implementing policy	Responsibility to ensure policy is adhered to and underperformance is addressed

Setting targets	Set targets for completion in session	Set curricular targets in line with ARE	Set targets for accelerated progress during intervention time	Setting targets for cohort's ARE with Assessment Leader and HT Monitor progress towards targets over academic year		Support setting of individual targets for SEND children	Setting targets for cohort's ARE with Phase Leaders and HT	Setting targets for cohort's ARE with Assessment Leader and Phase Leaders
Feedback of strengths and developments	Feedback to children and teachers	Verbal feedback Writing reports	Creating partnership with class teachers to feedback Contribute to reports and parents' evening	Celebrate success with children and staff		Support parents of SEND children to understand assessments and how to support		
Moderation		Contribute to school/ trust moderation opportunities	Contribute to school/ trust moderation opportunities	Lead moderation practices within the phase when required	Standardisation of expectations across the trust Moderate ARE from EYFS to Y6 to ensure clear progression		Ensure moderation SLT have clear focus Maintain records Overview of external visits	Plan moderation staff meetings in school's yearly overview
Documenting evidence	Notes from intervention sessions	Learning journeys Work sample	Baseline children Collect evidence during sessions to	Collate reports from O-Track	Develop age appropriate case studies	Develop SEND Case Studies	Termly overview report	SEF Trust proformas
			inform					
	LSAs	Class Teachers	Intervention Teachers	Phase Leaders	English and Maths Leaders	SENDco	Assessment Leader	Headteacher

Monitoring Pupil Progress	Addressing misconceptions following lesson	Track against ARE on O-track Track against curricular targets Prepare for pupil progress meetings	Track against ARE on O-track Track against curricular targets Prepare for pupil progress meetings	Hold pupil progress meetings with class teachers to report back to SLT/ MLT	Half termly data to identify group gaps within cohorts- feedback to phase leaders and assessment leader	Analysis of SEND children progress Leading use of smaller step assessment when required Investigate and develop alternative/ additional assessments	PP analysis in detail PP action impact	Report in SEF Hold staff to account
Line Management		Planning intervention- right children; right time; right adults; right outcome				Use data to monitor impact of interventions and value for money	Use data to monitor impact of actions and interventions and value for money	
Testing (Statutory and non)		Plan to ensure children meet national standard Share information with parents Administer progress tests	Plan to ensure intervention children meet national standard Administer progress tests	Oversee timetabling of staff, resources and rooms Review results of testing during pupil progress	Keep an overview of testing results in school		Register children for KS2 SATs Order all appropriate materials Apply through NCA Tools for requests etc Ensure all children have been given a teacher assessment where needed and results delivered to LA. Analyse results and report	Ensure statutory tests are carried out according to guidance and complete Headteacher's declaration form