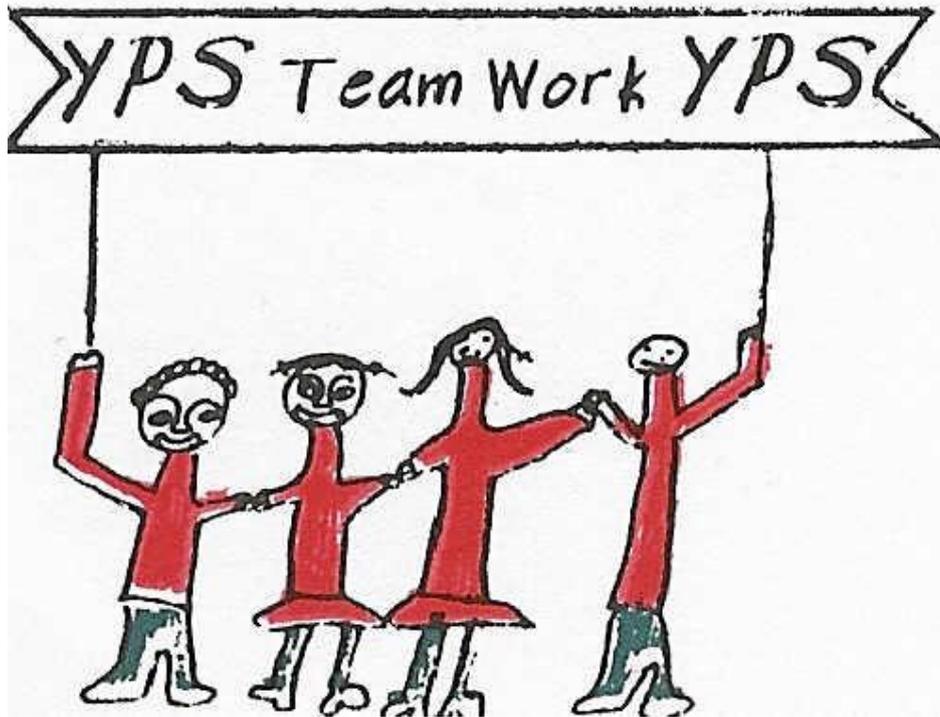


YARDLEY PRIMARY SCHOOL



Assessment Statement

Written: March 2015

Reviewed: June 2017

Review: May 2018

ASSESSMENT STATEMENT

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 policy of removing level descriptors from the National Curriculum was intended to free schools from an imposed measure of pupil progress. The Department for Education said that levels are not very good with respect to helping parents to understand how far their child is improving, and from September 2014, "it will be for schools to decide how they assess pupils' progress".

Our assessment system

The old and new curriculum have different content. Many of the objectives in the old curriculum have shifted to lower year groups in the new, more rigorous curriculum, this means it is not possible to have an exact correlation between a level that was the outcome of the old National Curriculum assessment and the requirements new National Curriculum, this meant a shift in thinking and in the way we assess our pupils' outcomes.

We assess pupils against the new framework, one for which they may have not been taught the previous years' objectives and content, so we continue to be in a time of transition between old and new sets of data. During this transition time pupils and teachers will complete baseline assessments to find out starting points for the new national curriculum.

The principles that underpin our assessment system are:

- Every child can achieve: teachers at Yardley Primary have the mindset, 'What do I need to do next to enable a pupil in my class to achieve?'
- The National Curriculum objectives will be used as the expectations for all pupils.
- Pupils will make age appropriate progress – 12 months in 12 months.
- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all pupils achieve.

In order to be 'secondary ready' pupils need to meet the required end of Key Stage 2 expectations; this is broken down into key outcomes for each curriculum year.

Our assessment and reporting system

Judgements and assessments are made by staff from evidence in books, impact of interventions, through moderation of work and judgements within year groups, a cross phases and school, as well as with other schools locally and out of Birmingham (EYFS in particular) within the academic year.

This also includes:

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Pupils knowing what they are being asked to learn and more importantly, why.
- Success Criteria are discussed and agreed with or formulated by the pupils during each lesson, work is then assessed against the success criteria.
- Three way feedback, pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback.
- Regular pupils' work scrutiny.

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure. Secondly, we acknowledge that there are two distinct types of assessment used by the school.

These include:

- **Assessment for learning** helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses
- **Assessment of learning** is more associated with judgements based on grades and ranks and with public accountability.

Therefore we used the following formal assessment procedures to measure outcomes against all schools nationally:

- Early Excellence Baseline assessment during the pupils first half term in school and the end of EYFS Early Learning Goals (% of pupils achieving a "Good Level of Development")
- Phonics Screening Test at the end of Year 1 (% of pupils achieving the required screening check)
- End of KS1 (% of pupils achieving the national standard and above in reading, writing, maths and teacher assessment in speaking and listening, science) and (% of pupils achieving above the national standard in reading, writing, maths and teacher assessment in speaking and listening, science)
- End of KS2 (% of pupils achieving the national standard in reading, GPS and maths and teacher assessment in writing, speaking and listening and science)

Good assessment practice will:

- raise standards of attainment and behaviour, and improve pupil attitudes and responses
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- build on secure teacher knowledge of the diverse linguistic and cultural backgrounds of pupils
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their children's strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate the school's performance against previous attainment over time and against national standards.

The purpose of Assessment for learning is to:

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Enable continuous reflection of what pupils know now and what they need to know next (feedback and feed forward)
- Measure what is valued
- Promote immediate intervention and link judgments to learning intentions
- Raise standards by taking pupils to the 'edges of possibility'

Implications for teaching

The teacher will:

- Provide continuous oral and written feedback which identifies strengths and the next step for improvement
- Promote pupil involvement in self-assessment
- Act on insights gained to inform personal targets
- Plan against what pupils know/can do/understand
- Provide opportunities for all pupils to demonstrate their achievements in their first language
- Make standards and objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning with 'wait' time
- Build in time for focused observation of teacher-directed and child-initiated activity

Impact on learning and the learner

The pupil will:

- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve own self-evaluation skills
- Make progress

The purpose of Assessment of learning is to:

- Provide a summary judgment about what has been learnt at a specific point in time
- Establish national benchmarks about what pupils can do and about school performance
- Show what pupils can do without support
- Hold the school to public account

Implications for teaching

The teacher will:

- Provide a periodic summary through teacher assessment and formal tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which will guide future planning

- Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- Mark and measure against expectations outlined in the National Curriculum

Impact on learning and the learner

The pupil will:

- Be able to gauge own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

Tracking progress over time

We will use SIMs to track pupils' progress over time, against age-related expectations in English and Maths. Judgements are as follows:

- Emerging
- Developing
- Secure, reflecting that age-related objectives have been achieved
- Greater Depth, showing that age-related objectives have been achieved and the pupil is working at a deeper level of understanding and application

The SIMs tracking scheme is the back-bone for tracking progress across the school.

Pupil progress is monitored each half term via Pupil Progress and Inclusion Profile Meetings. At the end of each half term the SLT analyses individual, group and cohort pupil progress throughout the school.

The expectation is that pupils' make 12 months progress in 12 months.

Prior Attainment Results: (Available on the school intranet in assessment files)

Expected Attainment at KS1

The expectation is that pupils' who achieve 'expected' and 'exceeded' in Reading, Writing or Maths in the EYFS Profile will achieve 'secure' in Reading, Writing or Maths at the end of Years 1 and 2.

There is no progress figure at the end of KS1.

Expected Attainment and Progress at KS2

Pupils who score the average point score of 11.9 at KS1 or less (these pupils will be known at LAPs (lower achieving pupils)) are expected to be 'developing' at the end of Years 3, 4 and 5 or are 'working towards the expected national standard' at the end of KS2 in Reading, Writing or Maths.

Pupils who score the average point score between 12 and 17.9 at KS1 (these pupils will be known at MAPs (middle achieving pupils)) are expected to be 'secure' and/or 'Greater Depth' at the end of Years 3, 4 and 5 or are 'working at the expected and/or exceeding the national standard' at the end of KS2 in Reading, Writing or Maths.

Pupils who score the average point score of 18 or more KS1 (these pupils will be known at HAPs (higher achieving pupils)) are expected to be 'Greater Depth' at the end of Years 3, 4 and 5 or are 'exceeding the national standard' at the end of KS2 in Reading, Writing or Maths.

Pupils are to achieve positive progress figure at the end of KS2 SATs to demonstrate good progress. There is a formula to work out progress at the end of KS2, using the pupils' individual KS1 SAT result.

Pupil Progress Meetings

Pupil Progress Meetings are designed so that individual pupil's progress can be discussed with the SLT and class teachers. This ensures accountability. Pupil Progress Meetings take place at the end of the Autumn, Spring and Summer Terms for all teachers. Teachers complete the pupil progress documentation prior to the meeting, highlighting interventions, areas of concern and the teacher's own performance targets generated by monitoring that has taken place during the term.

Pupil progress documentation is completed each half term and is saved to the pupil tracking section on the school's intranet.

ITP Meetings

ITP meetings are held to discuss progress of pupils listed on the Inclusion register. These take place each term and teachers can evidence progress within the ITPs during pupil progress meetings.

Moderation

Judgements and assessments are made by staff from evidence in books, impact of interventions, through moderation of work and judgements within year groups, across phases and school, as well as with other schools locally and out of Birmingham (EYFS in particular) within the academic year.

Tracking

ALL pupils are tracked throughout the year and are discussed at PPM meetings. Focus groups include:

- Gender
- Pupil Premium pupils
- FSM pupils
- SEN pupils
- EAL pupils

Higher Ability Pupils

Pupils who have securely met the end of year objectives will be assessed as exceeding or achieving greater depth for objectives for their age group. Rather than moving onto the next year's curriculum these pupils will work on 'deepening' their knowledge through the application of skills in different contexts – they will be deepening their understanding and learning.

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

Early Years - Reception

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

Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers judge whether a pupil is meeting the level of development expected:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

Data Reports

Analysis of teacher assessments (half termly) and end of Key Stage assessments are analysed by SLT (Senior Leadership Team) and MLT (Middle Leadership Team). Any trends and/or gaps are incorporated into the School Development Plan and are reported in the School Evaluation Form.

Analysis is regularly reported to:

- Governors
- Staff
- SIP
- Local Authority if requested.

Assessment Procedures and Calendar

Foundation Stage

Prior to starting

Information has been acquired prior to the child starting school via:

- Consultations / parent transition evening meeting and transition packs
- Visits, discussions and documentations with feeder Nurseries or Children's Centres

A Baseline Assessment is carried out in the first 3 weeks.

Teachers will begin to complete the Foundation Stage Profile, starting with a baseline in September. Teachers work closely with parents and record achievements in learning journals and via 'Build a Profile' software.

An end of year target is set at the end of the Autumn term.

Half termly assessments will be made and scores recorded using SIMs. Analysis completed by class teachers and reported to the Early Years Leaders and SLT.

During the summer term, evidence to support judgements is moderated across the EYFS and with other schools (in Consortium and a school in a different Local Authority). Final scores are recorded using SIMs and submitted in accordance with Early Years ARA. Analysis of results is completed by SLT and Early Years Leaders and reported to stakeholders.

Key Stage 1 and 2

- Every half term - pupils will be assessed and results will be submitted in SIMs. Pupil Progress Meetings held at the end of each term with a member of SLT, to discuss progress, focus pupils and impact of intervention.
- Year 3, 4 and 5 - NFER testing will take place in Autumn and Summer terms.

Year 2 & 6

- Every half term - pupils will be assessed and results will be submitted in SIMs. Pupil Progress Meetings held at the end of each term with a member of SLT, to discuss progress, focus pupils and impact of intervention.
- Every half term – pupils will be assessed against the SATs Interim Assessment Criteria.
- Summer 1 - SATs tasks and tests administered.

Foundation Subjects

YPC Assessment booklets are used to assess the Foundation subjects. However, Science will be tracked on SIMs Programme of Study.

Reporting to Parents

We report termly through discussions at parent - teacher consultation meetings in the Autumn and Spring terms. There is an annual school report in the summer term that includes targets for the following academic year.

Relationship with other policies

Good assessment is integral to the learning process and therefore this policy is central to all other school policies.

The Teaching and Learning Policy should be read in tandem with the school's Feedback and Marking Policy as well as other relevant school policies, particularly any curriculum subject policy, Inclusion Policy and SEND Policy.

Monitoring and Review

Responsibility for the implementation of this policy lies with every member of staff. The policy is a working document and reflects current practice as it develops in school.

Appendix 1.

Yardley Primary School Assessment Process.

Tracking progress over time

We will use SIMs to track pupils' progress over time, against age-related expectations in English, Maths and Science. Judgements are as follows:

- Emerging
- Developing
- Secure, reflecting that age-related objectives have been achieved
- Greater Depth, showing that age-related objectives have been achieved and the pupil is working at a deeper level of understanding and application

Judgements and assessments are made by staff from evidence in books, impact of interventions, through moderation of work and judgements within year groups, a cross phases and school, as well as with other schools locally and out of Birmingham (EYFS in particular) within the academic year.

Years 2 and 6 (for the academic Year of 2016-2017) track pupil progress with in the interim framework. This is done on an excel spreadsheet and completed at the end of the Autumn term, Spring 1, Spring 2 and Summer 1.

Pupil progress is monitored each half term via Pupil Progress and Inclusion Profile Meetings. At the end of each half term the SLT analyses individual, group and cohort pupil progress throughout the school.

Expected Attainment at KS1

The expectation is that pupils' who achieve 'expected' and 'exceeded' in Reading, Writing or Maths in the EYFS Profile will achieve 'secure' in Reading, Writing or Maths at the end of Years 1 and 2.

There is no progress figure at the end of KS1.

Expected Attainment and Progress at KS2

Pupils who score the average point score of 11.9 at KS1 or less (these pupils will be known at LAPs (lower achieving pupils)) are expected to be 'developing' at the end of Years 3, 4 and 5 or are 'working towards the expected national standard' at the end of KS2 in Reading, Writing or Maths.

Pupils who score the average point score between 12 and 17.9 at KS1 (these pupils will be known at MAPs (middle achieving pupils)) are expected to be 'secure' and/or 'Greater Depth' at the end of Years 3, 4 and 5 or are 'working at the expected and/or exceeding the national standard' at the end of KS2 in Reading, Writing or Maths.

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Pupil Progress Meetings

Pupil Progress Meetings are designed so that individual pupil's progress can be discussed with the SLT and class teachers. This ensures accountability. Pupil progress documentation is completed each half term and is saved to the pupil tracking section on the school's intranet. Pupil Progress Meetings take place at the end of the Autumn, Spring and Summer Terms for all teachers. Teachers complete the pupil progress documentation prior to the meeting, highlighting interventions, areas of concern and the teacher's own performance targets generated by monitoring that has taken place during the term.

FFT Aspire data is available to teachers to predicted end of KS1 and KS2 attainment and to support SLT/MLT discussions on progress.

ITP Meetings

ITP meetings are held to discuss progress of pupils listed on the Inclusion register. These take place each term and teachers can evidence progress within the ITPs during pupil progress meetings.

Early Years - Reception

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

Assessments will be based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a pupil is meeting the level of development expected:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

Data Reports

There are two reports:

1. Half termly overall judgements in Reading, writing and maths and can be compared half term, to half term.
2. Statistical data of groups each half term for pupils who overall judgement in Reading, Writing or Maths is 'secure' and/or at 'Greater Depth'

Groups for 2016-17 include:

- Gender
- Pupil Premium pupils
- FSM pupils
- SEN pupils
- EAL pupils

Both of these reports are submitted to Governors.

These two reports are sent to SLT (Senior Leadership Team) and MLT (Middle Leadership Team) for analysis. Any trends and/or gaps are incorporated into the School Development Plan and are reported in the School Evaluation Form.