

ASSESSMENT GUIDELINES

- Assessment should have a purpose at every level for everyone involved:
- Pupils should be given appropriate feedback on their learning from the formative assessments carried out by class teachers.
- Class teachers should be able to use formative assessment to support planning and implementation of a curriculum designed to meet the needs of learners.
- Teachers and school leaders should be able to use assessment to help ensure that the pupils who need specified intervention are quickly identified, appropriately supported and monitored so that all can fully achieve their potential and no one is left to struggle behind.
- School Leaders should be able to use summative assessment as a tool for monitoring the progress and attainment pupils make, to ensure the school is helping pupils achieve their potential.
- Parents should be able to get a clear and accurate sense of their child's achievement and progress as well as areas where they can support development.
- Governors should be able to use data to ensure the school is supporting pupils learning effectively.
- Schools can provide data for inspection teams to show how children are performing.

OUR ASSESSMENT SYSTEM

- Our assessment system has been developed carefully to meet new DfE guidance 2014 and Our Philosophy of Assessment. We use continuous formative assessment & summative assessment using data onto a Target Tracker programme for English & Maths termly with an annual summative assessment for Science.
- All teachers have a **Write access** to Target tracker with a log in (their full name & a password (lgfl password)).
- Teachers may input data as an ongoing process but must definitely update all Statements & Steps by the end of Aut 1 / end of Spring 1 & Summer 2 deadlines approx. end of June.
- Maths is put straight onto Target Tracker in the form of statements then steps and Literacy (Reading & Writing) is put on Reading & Writing Assessment sheets as an ongoing and then onto Steps in Target Tracker.
- Teachers should only amend data from their class/group. Groups should be agreed across year and renamed each academic year in the first week of Aut 1. (Class/Year/Name of group e.g 1SR 2014-15 Kipper). Old groups will be then deleted.
- SLT will analyse all data & organise data reviews approx Week 4 Aut 2 this information will be shared with Governors & outside agencies in the form of % progress charts . Information can be presented to include/omit names as necessary. Follow up action is recorded on the Data Review sheets and saved on the Data Master.
- When sharing information on progress with parents from a laptop, it should be kept to one side and not used as a barrier between parent/teacher –data from other children should not be shared.

TRACKING ATTAINMENT WITH STATEMENTS (FORMATIVE- CAN BE DONE CONTINUOUSLY OR AT DATA COLLECTION WEEKS)

- Target Tracker has organised the National Curriculum Statements into BANDS each of which relate to a year group Band 5 = Y5 .
- The new [National Curriculum](#) has set out clear expectations for what children should achieve by the end of each band for English, Maths and Science, these can be found by clicking on statements in Target Tracker. Coordinators can also identify their subjects in this way and track standards. A group can be made for the sample requested for scrutiny e.g ICT Scrutiny 2014-15.
- Teachers can use these statements to plan and assess and ensure best fit this can be done by clicking on I can Statements or Key Performance Indicators. These formative statements may be shared with pupils and parents to help define and guide next steps in learning- using I can statements.
- By the end of Data input weeks we enter children's assessments based on their group attainment initially and further refined accordingly.
- All unit groups (Y2/Y5/Y6) are pre entered at the beginning of the year and teachers can therefore filter these groups to input data. E.g Year/Subject/Unit name (Y5 Maths Top/Middles/Lower middles/Low)
- When inputting new groups teachers should use the following rules;
Class name & year e.g 1SR 2014 Name of group
Statements are black by default indicating Not Begun
A double click turns the statements to RED (Working Towards)
Another double click the statements to BLUE (Achieved)
Errors can be rectified by right clicking

SUMMATIVE TRACKING ATTAINMENT AND PROGRESS WITH STEPS –ONLY COMPLETED IN DATA COLLECTION WEEKS.

- To track summative individual pupil attainment we use a system of STEPS. This performs the function of communicating progression and attainment in a simple format that may be aggregated to produce reports of overall and average progress. This is based on a carefully considered logical approach to assessment and follows on from the assessment system we have introduced in EYFS.
- Each year band has been broken down into six steps: beginning (b) beginning + (b+) working within (w) working within + (w+) secure (s) secure + (s+)
- The three broader sections may be thought of in these terms-
- Beginning – Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in
- Working Within – Pupil learning is fully focussed on the criteria for the band. Up to 70% of the statements are confidently achieved
- Secure – 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 for the band have been met

An average pupil should move approximately 1 point per half term e.g Year 2 Band 2 Beginning in the Autumn term. Spring 1 Working within, Summer 1 Secure. Only G & T pupils are likely be recorded as S+ & there must be relevant evidence in books/folders, guidance should be sought from a coordinator to moderate if a child is to be placed in the next year band. Lower achieving pupils may be working at a band outside of their current year, and can be recorded as such.

Teachers should use best fit using a range of evidence or Key performance Indicators & I can Statements. Teachers also update Speaking & listening & Science annually on Steps.

SETTING TARGETS FOR PROGRESS

Targets begin in Y1. To meet age related expectations, children should reach the secure (s) step by the end of the appropriate year. To move from secure (s) in one year band to the next is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term. Any pupil target needs to be reviewed by the class teacher to ensure it is appropriate and may be changed where necessary.

PUPILS WORKING BELOW BAND 1 AND PUPILS WITH SEN

Year 1 pupils who are working below the beginning of the Year 1 band could still be assessed in the EYFS 40-60 w, 40-60 w+, 40-60 s or 40-60 s+ month band steps. We will continue to assess Year 1 pupils using statements from the EYFS month bands in the Autumn terms.

For pupils with SEN, it will possible to assess using P-Scales when appropriate so progression through into the Year Band 1 can be tracked. Progress for these pupils can still be tracked using our one point scale.

MANAGING SCHOOL DATA AND REPORTING TO PARENTS

Our assessment system makes it easy for schools to clearly communicate pupil attainment and progress to parents. By using our step assessments, teachers can clearly help parents understand whether their child is working at the appropriate point for their age, and by using the highlighted statements can provide guidance on what children need to do to progress.

A parent can expect to be told which Band their child is working in and their final Step e.g Band 5 Secure and what that equates to for Reading/Maths/Science in their child's annual report.

New Curriculum Literacy Target Tracker Guidelines

Teachers use the Statements Assessment Sheets (1 per child printed) and then at allotted time input the STEPS on Target tracker. The number of statements highlighted will indicate the overall step. See Maths guidance for input of STEP assessments.

Language used

B/B+ = **Beginning** to work towards age related expectations

W/W+ = **Working within** age related expectations

S = **Secure** at age related expectations

S+ is for Gifted & Talented only

Expected standards: To meet the National Curriculum standards we would expect children to be working at the following:

Term	Expected standard
Autumn	B/B+
Spring	W/W+
Summer	S
	G & T only S+

Making judgements: We use a range of evidence to support us in making assessments including:

- written work in books and folders
- quality marking
- pupil responses and marking ladders
- discussions with pupils in lessons

- input from TAs working with focus children/groups
- spelling test results and phonic assessments
- Rising star grammar, vocabulary and punctuation tests

Support in making judgements

We use the non-statutory guidance provided in the English Spelling and Grammar, Punctuation and Vocabulary appendices to provide us with the additional detail needed to make secure judgements.

Additional guidance for KS2

To reflect the fact that the statutory objectives are the same for lower KS2 and upper KS2, teachers in these year groups need to be aware of the expectations of the level of understanding and ability they are assessing against.

Years 3 & 5	Years 4 & 6
To reflect the fact that children are being introduced to and learning new curriculum content, teachers should expect that children require effective modelling and clearly structured tasks for them to be able to access the objectives. Where children are continually demonstrating good progress against these objectives in lessons, they can be assessed as having met them.	Children are consolidating their understanding and should be demonstrating that they are secure in their knowledge of and ability to apply the objectives independently in their written work. This should be with limited support or scaffolding from their teacher .

It is important to be aware that objectives that haven't been highlighted may not have been taught yet and therefore no opportunities for assessing these aspects have arisen yet.

Maths Target tracker Guidelines & Input Guidance

At the beginning of the year make a blank assessment sheet (pupil friendly version of Target tracker statements) by choosing any child with no completed statements – this can be used as a target sheet for the children and can go in the back of their maths books.

Statements

National curriculum statements organised into bands, each of which relate to a year group. **Band 5 =Year 5**

To be completed in time for data collection week. *(Could be continuously updated by the teacher as children achieve targets)*

1. Open Target Tracker
2. Select the year group/class that you wish to enter data for
3. Still under the 'Home' tab, click 'Statements'
4. Select the subject you wish to view statements for by clicking 'Subject' and selecting the subject.
 - The subjects are shown in bold on the top line and broken down into component parts in sections. (E.g. **Maths**... fractions) to make it easier if you wish to enter data for specific elements.
5. The statements will now be displayed in bands, scroll left and right to view statements for earlier or later years.
6. Now, either select the group of children you wish to enter data for under 'Groups' in the 'Filters' tab (e.g. a previously entered Unit time group) or go to 'Pupil filters' to select individual children or choose a selection of children.
7. Children will be displayed as a list in a pane on the right hand side of the statements.

STATEMENTS

Statements are black by default, indicating 'Not Begun' for every child. They can be changed to red, indicating 'Working towards' or blue, indicating 'Achieved'.

Highlight statements by double clicking them to 'promote' them from black through red to blue or by right clicking them and selecting the level you wish to assign. This will change all c

Statements can be manipulated for ease

- Show term assessed – shows date headers for each statement for when it was checked off for a child. (Header says 'mixed' if more than one child is selected and they were assessed at different times)
- Show exemplars – for most statements examples are given in red, to show what a child may be able to do for you to
- Pupil friendly statements
- Key performance indicator statements

STEPS

The equivalent of a level within age related expectations. On a point scale from P1(i) – 2points and adding 1 point for every next step.

Band 5 =Year 5

Points	61	62	63	64	65	66
Level	5b	5b+	5w	5w+	5s	5s+

To be completed in data collection weeks. *(Must not be continuously updated by the teacher as children achieve targets)*

1. Open Target Tracker
2. Click pupil Selection & Select the year group/class that you wish to enter data for
3. Still under the 'Home' tab, click 'Steps'. All children are shown in a list down the left hand side.
4. Under Steps Assessment Tab choose Subject "Maths"
5. Now, either select the group of children you wish to enter data for under 'Groups' in the 'Filters' tab (e.g. a previously entered Unit time group) or go to 'Pupil filters' to select individual children or choose a selection of children. **Best option is to choose only 1 child and press OK.**
6. Children/child will be displayed as a list in a pane across the screen
7. To complete the step assessment for each child click 'Show statements' and scroll to the band for the current year.
8. Steps 5b to 5s+ are in alignment above the statements for the subject
9. Make a teacher judgement on the level achieved and click on relevant **STEP a dot will appear**
 - Use the bar across the top of the band statements to make step assessment decisions. The 6 steps are each attributed 1 point allowing children to make average progress of roughly 1pt per half term. (See below how to make a judgement on **STEPS.**)
10. 'Show term assessed' button shows on each statement when it was given its level and can be useful when making assessments later in the year.

How to make a STEPS judgement based on STATEMENTS completed

Target tracker policy is to view '5s' as the standard expected for a Year 5 child at the end of the year. This allows the extension into '5s+' for (G&T) children who have all the subject knowledge and are deepening their understanding.

There is a bar across the top which can be visualised as split into half and thirds to give an idea of where the child's step assessment should go.

E.g. For a child working in Band 5 -

All grey – not achieved in this band yet

Working in previous band	Working in previous band	Working in previous band

Each red half is worth 1 point

1 point	1 point
5b	5b+

Each blue third is worth an extra 1 point (therefore 2points) Here up to 70% blue is included as working within, beyond this they are in secure.

2 points	2 points	2 points
5w	5w+	5s



Firs Farm Primary Assessment Guidelines for Parents 2015

There is now a Revised National Curriculum from 2014 for all maintained schools

There are no more assessment levels

By the end of Reception (Foundation Stage) Year 2 (Key Stage 1) Year 6 Key Stage 2 pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools will be held to account both on the progress they make and on how well their pupils achieve. We track children's progress on a software programme called Target Tracker.

Your class teacher will report your child's progress and share targets for next steps at Open Evenings and you will receive a written summative report at the end of the year using the following language. This will include the outcome of any tests taken.

Reception

B = Beginning to work towards end of year expectations

W = **Working within** end of year expectations

S = **Secure** at end of year expectations

Exceeding = for those working well above end of year expectations

Plus the outcome of the Early Years Goals which will report Emerging/Expected and Exceeding

Year 1 Band 1

B/B+ = Beginning to work towards end of year expectations

W/W+ = **Working within** end of year expectations

S = **Secure** at end of year expectations

Secure + is for Gifted & Talented only

Outcome of National Phonics Screening Test

Year 2 (2016 onwards BAND 2)

B/B+ = Beginning to work towards end of year expectations

W/W+ = **Working within** end of year expectations

S = **Secure** at end of year expectations

Secure + is for Gifted & Talented only

Plus the outcome from End of Key Stage 1 National Curriculum Tests

Year 3 BAND 3

B/B+ = Beginning to work towards end of year expectations

W/W+ = **Working within** end of year expectations

S = **Secure** at end of year expectations

Secure + is for Gifted & Talented only

Plus the outcome from end of year tests

Year 4 BAND 4

B/B+ = Beginning to work towards end of year expectations

W/W+ = **Working within** end of year expectations

S = **Secure** at end of year expectations

Secure + is for Gifted & Talented only

Plus the outcome from end of year tests

Year 5 BAND 5

B/B+ = Beginning to work towards end of year expectations

W/W+ = **Working within** end of year expectations

S = **Secure** at end of year expectations

Secure + is for Gifted & Talented only

Plus the outcome from end of year tests

Year 6 (2016 onwards BAND 6)

B/B+ = Beginning to work towards end of year expectations

W/W+ = **Working within** end of year expectations

S = **Secure** at end of year expectations

Secure + is for Gifted & Talented only

Plus the outcome from the End of the Key Stage 2 National Curriculum Tests

What are the Expected Standards?

To meet the National Curriculum standards we would expect children to be working at the following:

Term	Expected standard
Autumn	B/B+
Spring	W/W+
Summer	S
	Gifted & Talented children only S+

Making judgements: We use a range of evidence to support us in making assessments including:

- written work in books and folders
- quality marking
- pupil responses and marking ladders
- discussions with pupils in lessons
- input from TAs working with focus children/groups
- Annual Test results and assessments
- Rising star grammar, vocabulary and punctuation tests
- Maths Tests

Curriculum Letters, Assessment & Gifted & Talented policies are on our website.

<http://webfronter.com/enfield/firsfarm/>

The National Curriculum 2014 can be found

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>