



Principles:

- We support the recommendations of the ‘Commission on Assessment without Levels’ (September ’15) in (i) carefully considering the utility of any assessment data being collected; and (ii) in separating assessment into **day to day classroom formative assessment** practices and the **summative data collected to aid strategic school management**. This division is key.
- The expectation as set out in our ‘AfL, Learning, Marking and Target-Setting Policy’ (2018) is that teachers therefore will operate good quality and flexible AfL on a daily basis in classrooms, but that this information on its own is insufficient to fully inform tracking of overall progress of individuals, cohorts and groups.
- Therefore, for robust and essential tracking of children’s progress we need a **combination of regular testing alongside teacher assessment**.
- For testing to be of best value, we also need to make use of the **diagnostic ‘question level’ information** it offers us for formative assessment, which then feeds back into the classroom by informing future lesson planning.
- Data from testing and teacher assessment will be reviewed on a **termly** basis, to fit in with our **established termly cycles** of ‘Pupil Progress meetings’ and intervention provision mapping.

Moderation with other schools.

- For moderation to be meaningful it clearly needs to involve a level of regular external standardisation against an agreed set of criteria.
- We have therefore made arrangements for moderation activities to be regularly undertaken with cluster and hub partner schools (see moderation file) and we will use either the **NAHT ‘Key Performance Indicators’** , or the **‘Interim Frameworks’** as the basis for the standardisation and moderation of teacher assessment during key stages with other schools.

Teacher Assessment:

PITA Assessment Bands to be used alongside test results for termly tracking

| Comparison with age expectation | Teacher Assessment of learning characteristics | FFT band | Predicted scaled score | Interim End of Key Stage Performance Descriptor |
|---------------------------------|---|----------|------------------------|---|
| Well above age expectations | As below, but is demonstrating significant skills and knowledge beyond the curriculum. They can consistently apply their skills in a range of contexts and can synthesise and evaluate ideas. | M | | |
| Above age expectations | Is on track to exceed national expectations. They are almost always successful in understanding the key learning and are able to apply their skills, in a range of contexts. Can often explain or justify their ideas. | A | >115 | Working at greater depth within the expected standard |
| Just above age expectations | Is on track to meet end of year expectations. They are usually successful learners, at that year group level, showing good understanding of over 80% of objectives taught. They are usually able to learn new skills and use them accurately and independently though they may make occasional errors in applying their learning in other contexts. | | | |
| At age | Is on track to meet end of year expectations. They are | N | 100 | Working at national |

| | | | | |
|-----------------------------|--|---|-----|-------------------|
| expectations | usually successful learners, at that year group level, showing good understanding of over 80% of objectives taught. They are usually able to learn new skills and use them accurately and independently though they may make occasional errors in applying their learning in other contexts. | | | expected standard |
| Just below age expectations | Is able to access the curriculum, but has gaps in their learning. They sometimes struggle to embed new concepts and sometimes need additional support to apply independently. | | | |
| Below age expectations | Is not accessing the curriculum without heavily personalised support and scaffolding, which may be due to EAL or barriers to learning. The child may be doing different tasks to the rest of the class and/or receiving focussed intervention. | W | <85 | |
| Well below age expectations | Is working significantly below the correct curriculum, or on P scales, | | | |

Testing:

Assessment Calendar

Maths (half-termly tests) (Assertive Mentoring)

Reading (termly tests) (PIRA)

Writing- Big Writing criteria scale- (ongoing, but report judgements termly.)

Spelling, punctuation & grammar (termly tests) (Rising Stars)

Spelling and reading age tests for individual children causing concern re: progress

SEND children- may make use of additional and/or different assessments specific to child's needs

Appendix- Tracking Matrices

Progress Measures

EYFS

We will track children against age expectations in each of the elements of ‘Development Matters’ and place them in the 7 attainment bands indicated earlier.

There will be a baseline assessment within first 2-3 weeks of term, and updates at the end of each term. Total % will be updated to inform all stakeholders of progress.

We will focus on the % of children likely to achieve a ‘Good Level of Development’ by the end of the Key Stage, with particular attention for intervention and planning to any elements within the Development matters in which attainment is weaker.

Key Stage 1

We will track the % of children making expected or above expected progress using the progression matrices below. We will also total the % children in each band by cohort and group.

| KS1 Attainment (Assessed termly) | Well below | Below | Just below | At age expectations <i>‘Expected standard’</i> (FFT: N) | Just above | Above <i>At greater depth within expected standard</i> (FFT: A) | Well above |
|--|------------|-------|------------|---|------------|---|------------|
| EYFS Outcome | | | | | | | |
| Not reaching GLD | | | | | | | |
| GLD | | | | | | | |
| Exceeding GLD | | | | | | | |

| | |
|-----------------------------|--|
| Expected progress | |
| Exceeding expected progress | |

Key Stage 2

We will track the % of children making expected or above expected progress using the progression matrices below. We will also total the % children in each band by cohort and group.

| KS2 Attainment (Assessed termly) | Well below | Below | Just below | At age expectations <i>'Expected standard'</i> (FFT: N) | Just above | Above (FFT: A) | Well above (FFT:M) |
|---|---------------|-------|------------|--|------------|-----------------------|---------------------------|
| KS1 Outcome | | | | | | | |
| W | | | | | | | |
| 1 | | | | | | | |
| 2c | | | | | | | |
| 2b | | | | | | | |
| 2a | | | | | | | |
| 3 | | | | | | | |

| | |
|--------------------------------|--|
| Expected progress | |
| Exceeding expected progress | |

nb The progress of children 'w' at KS1 will be assessed individually as case studies to determine if making 'expected' progress.

nb2 KS1 levels were gradually be removed as left hand column of this progression matrix as they are discontinued from 2015.

