

## Moon's Moat First School Assessment Statement 2019-20

At Moon's Moat First School we use a range of assessment methods to accurately track pupil progress and attainment. All staff conduct Pupil Progress Meetings at least each term and work in English and Mathematics is moderated within school and across schools regularly.

In school we constantly develop and refine our own systems to track pupil progress and to accurately assess attainment. We regularly review our practice and work with colleagues in other schools to ensure that systems and procedures used in school lead to accurate judgements of attainment.

### Foundation Stage:

Children are baseline assessed when they enter Reception using information from their nursery settings and in school observations. This establishes a starting point from which to measure progress, record each child's knowledge, skills and learning behaviours and provide links to outcomes at the end of KS1. This is formally recorded using the school's chosen assessment system, Educater.

Data is also analysed within Reception to form Raising Attainment Plans which target particular groups of pupils and improve the provision to meet the needs of the pupils.

In Nursery and Reception, staff make formal and informal observations on the children during adult initiated activities as well as child initiated activities. These form the children's learning journeys which we record using the application Tapestry on I-Pads. The Learning Journeys demonstrate evidence of pupil independence and characteristics of learning. The observations are analysed against the Early Years Outcomes and Development Matters and where appropriate, next steps in learning are recorded, using the school's marking system of pink and green. Half termly targets are then formed and reviewed. Teaching staff meet each half term to moderate the evidence and to formally review the pupil tracker developed by Educater. The children are tracked regularly through the Development Matters ages and stages. Each age band is divided into three sections - emerging, developing and secure. Each section of each age band is given a numerical score. This score is used to calculate progress of the pupils. School deems three points progress across a year to be expected progress. Children's progress is scrutinised each half term and children who are making insufficient progress are identified in a Raising Attainment Plan. Intervention support is then put in place. This is reviewed at least half termly. At the end of the school year the children are assessed against the Early Learning Goals. Children are given a score of one (emerging or working towards the goals), two (reaching the expected level) or three (exceeding the expected level). This information is sent to the Local Authority and

shared with parents and the next teacher. Pupil attainment is regularly moderated throughout the year both in school and at cluster meetings.

Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in:

- the early learning goals in all the 'prime' areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the 'specific' areas of mathematics and literacy.

The GLD measure is supported by a measure of the average of the cohort's total point score across all the early learning goals in order to also help to promote the attainment of all children across all the early learning goals. Further information can be found in the Early Years Foundation Stage (EYFS).

In September 2019 the school will take part in the DfE pilot reception baseline. The reception baseline assessment is a new national assessment that will be administered in reception classes in all primary, infant and first schools in England from 2020. The assessment is very similar to the on-entry checks that the school already carries out with their reception pupils. It is not a formal test and children will not need to prepare for it in any way. The assessment is an age-appropriate, activity-based assessment of a pupil's attainment in early literacy, communication and language and early mathematics skills produced by the NFER for the DfE. The school will be provided with a series of narrative statements to describe how each pupil performed on the assessment. The school will then consider how useful the information produced is and how it will be used in school.

### Year Two:

Children's progress is tracked each half term through assessment tasks and teacher observations. At least each term the teachers meet to formally moderate work and agree attainment judgements for the children in English and Mathematics. Teachers also have discussions about the pupils who are deemed to be on track to meet national expectations by the end of the year (reach age expectations of average children in Year Two). Teachers also track Phonics attainment each half term. Pupils who are not on track or who are making insufficient progress are included in Raising Attainment Plans. These are reviewed half termly. Pupils who did not meet the required standard on the Phonics Check in Year One are also included in intervention groups. Teachers meet with other schools to confirm their judgements on a regular basis. Pupils take part in the SATs tests in the Summer term. School will be reporting children's attainment as working towards the expected standard, working at the expected standard, or working

at greater depth within the expected standard and use the wording as requested in the Assessment and Reporting Arrangements for 2019-20. These attainment judgements will be reported to parents. Parents will receive guidance on how the children will be tested and the information they will receive on their child's attainment in the Spring term.

#### School assessments made using Educater:

From September 2019 school has used Educater across the school to track attainment and progress of all pupils in English (including Phonics), Mathematics and Science. Staff will judge the understanding and application of each year group's objectives to determine whether the child has met:

- Up to 33% objectives achieved - the child is 'Emerging' into the programme of study.
- 34-66% achieved - the child is 'Developing' within the programme of study
- 67% or more of the objectives achieved - the child is 'Secure' in the programme of study.
- Staff can also give a judgement of Greater Depth.

All of the key performance indicators (KPIs) set by the Educater tracker must be achieved for the child to be deemed secure.

Tracking scale points are given to each year group so that progress can be measured. Progress of all pupils and groups of pupils is frequently scrutinised by senior leaders and underperformance challenged.

Children who are working below age related expectations are tracked against programmes of study in the year group within which they are working. Children who demonstrate that they are more able in areas of English, Mathematics and Science are developed through breadth and depth of the curriculum from their year group's programmes of study in accordance with DFE guidance. Attainment and progress of these pupils is recorded using a Greater Depth indicator on the tracker so ensuring that their progress can be tracked and monitored. Staff ensure that evidence of pupils' achievements is kept and shared at moderation and raising attainment meetings.

School is clear that mastery is not working on content from the next year group. Pupils demonstrating mastery will show that the:

- Pupil is entirely independent - can use the concept independently
- Pupil is entirely fluent in their application of the concept.

- Pupil is able to apply their learning in a range of contexts and across subjects.
- Pupil is consistent over time in relation to the concept.
- Pupil shows confidence after a break and requires no pre-teaching or reminders
- Pupil can explain connections with other learning.
- Pupil can synthesize their learning, i.e. can use to in connection with other
- Pupil shows resilience in relation to their learning and application.
- Pupil can explain their thinking and also search for alternative ways.

Parents will not be informed of the scale point that their child is working on. They will be told if their child is working within age expectations, working towards age expectations or working at greater depth within age expectations. School feels that this gives parents a clearer view of their child's ability.

New pupils to the school in Nursery, Reception and into other year groups will be baseline assessed on entry and this, along with information from previous settings, will be entered into the system.

Staff use a wide range of assessment methods to assess pupil attainment and progress:

- Formative - teachers and teaching assistants regularly make formal and informal observations and records on pupils' abilities during their day to day work within a unit of work.
- Summative - at the end of a unit of work staff may use types of formal testing of the pupils against programmes of study or individual targets. This includes independent writing time at least twice a half term for pupils in Key Stage One and Two.

Findings from all types of assessment are used to complete the Educater tracker. Staff use PPA time with their year group partners as well as formal Pupil Progress Meeting time to ensure that the trackers are up to date and accurate. Each term a formal Pupil Progress Meeting is held with teachers and senior leaders to analyse the tracker, moderate work, challenge underperformance of pupils where needed and create Raising Attainment Plans. Pupils in need of additional support to increase their rates of progress are included in these plans. Phase leaders attend these meetings and these are overseen by the Deputy Headteacher. School deems three scale points to be expected progress.

#### Additional assessment information:

Pupils in Year One are also tracked in Phonics each half term and teachers record pupils who are and are not likely to meet the required standard on the Phonics Check. Support

is put in place for pupils who are underachieving in this area. Support continues for pupils in Key Stage Two who have not met the required standard by this stage.

School regularly holds moderation meetings across year groups and are moderating with other schools as often as possible. School is also ensuring that staff meet regularly to standardise work and ensure that all staff have a shared understanding of what the age expectations look like in each year group.

Pupils who are not working at an entering Year One level will continue to be assessed against the Development Matters age band statements and the Early Learning Goals. If any pupil is working significantly below age expectations the involvement of the SENDCo will be sought. Pre Key Stage standards will be used to support with assessing pupil attainment.

From 2020 it will be compulsory for pupils in Year Four to undertake a multiplication tables check. School will be using materials in school and online resources to prepare for the check.

Parents are informed of their child's progress regularly across the year. Each term parents are invited to attend parent meetings where their progress towards age related expectations is discussed. Parents are also invited frequently throughout the year to look at their child's work and progress in their books. Targets for pupils to work on are shared in Home School Link Books each half term. In the Summer term parents are given an annual report to parents which reports on their child's attainment. For all subjects parents will understand if their child is working towards the expected standard, working at the expected standard, or working at greater depth within the expected standard for their age.

All parents of SEND children are invited to Structured Conversations each term. This is a longer meeting where IPM targets can be shared and discussed as well as discussions around additional support and plans. Wider outcomes for these pupils are also discussed.

Pupils are fully involved in their progress journeys. They are expected to know and understand their targets and act on feedback. School uses a green and pink marking system (see the school's marking policy). Senior leaders regularly conduct pupil interviews to ensure that children know their targets and next steps in learning. All subject and phase leaders are involved in work trawls to monitor how feedback is given to pupils and to ensure that it is meaningful and moves learning forwards.

### Foundation Subjects

Pupils are assessed at the end of each unit of work against the learning objectives and the success criteria of the lessons. This is used to inform teachers of who is working above, at or below age related expectations. This information is used to inform planning, differentiation, Raising Attainment Plans (where relevant) and to report to parents.

#### SEND and Nurture:

Children who have additional needs and are part of our SEND register are assessed each half term against their IPM (Individual Provision Map) targets. These targets have been set to address barriers to learning and to show smaller steps of progress. SENDCos analyse targets and progress each half term and formal reports are shared with the SLT. These children are also included in raising attainment groups.

Some children will access Nurture provision. Children have been selected due to their social and emotional needs which are proving to be barriers to academic progress.

This assessment statement is reviewed and updated each academic year. Next review date: September 2020.