



What it looks like at Clayton Village Primary School

A Quick Guide to Assessment and Tracking in Years 1 - 6

January 2016

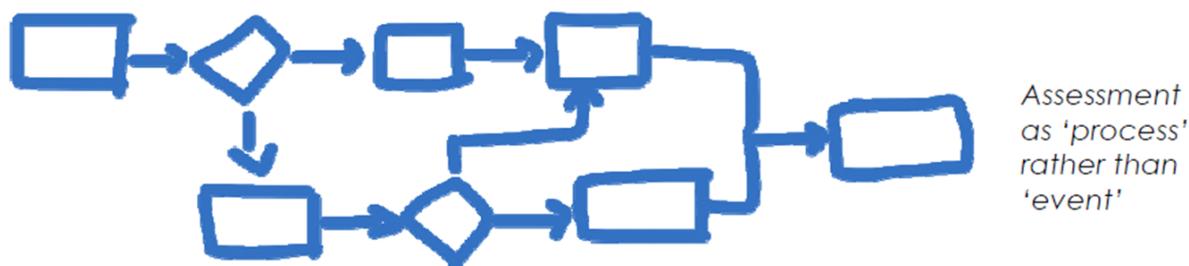
Rationale

'...any assessment system should be designed to support the curriculum in place in a school, rather than the curriculum being designed to fit the assessment system.

Or to put it another way, assessment should be the servant, not the master, of the learning.'

Dylan Wiliam July 2014

At Clayton Village we plan and teach a skills based Curriculum, using the National Curriculum and the Chris Quigley Essentials Foundation Curriculum as our structure. Our staff understand that assessment is an ongoing process rather than an event.



We have designed our assessment system to ensure that assessment is an integral part of teaching and learning and supports our curriculum. Our assessment procedures are focused on the class teachers, using their knowledge of the children and the evidence in books to plan learning activities that allow children to demonstrate their fluency in the year group expectations.

Formative Assessment

'In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.'

(Commission on Assessment without Levels Sept 2015)

A range of strategies will be used by teachers to support their formative assessment. These will include:-

- A learning culture, where children and teachers have a growth mindset, self-belief and the belief that all can succeed;
- Pre learning tasks which will inform adults and children what they already know prior to the lesson so learning can be adapted to achieve maximum progress;
- Use of teach, practice and apply in maths and bronze, silver and gold in English so children and adults can self-select at what stage they need to be working at;
- Fluidity in grouping based on accurate assessment for learning;
- Involving pupils at the planning stage to enhance motivation and ownership;
- Learning partners, where children are resources for one another and all can be included in class discussion;
- Mixed-ability learning, with differentiated choices, so that self-esteem is intact and expectations are high;

- Clear learning objectives shared with pupils, not necessarily at the beginning of a lesson, but sometimes after their interest has been captured;
- Co-constructed success criteria;
- Effective questioning, especially at beginnings of lessons, to establish current understanding and prior knowledge;
- A continual quest to find out how far children are understanding their learning, so that individual and class feedback and the direction of the lesson can be adjusted appropriately;
- Examples of excellence analysed and shared, before children produce their own 'product'
- Feedback from peers and teachers which focuses on successes, where the excellence is, and where improvements are needed;
- Cooperative peer feedback in which examples of improvement are modelled via mid-lesson learning stops, so that feedback and improvement-making is immediate and part of a lesson;
- Effective ends to lessons, where learning is summarised and reflected upon;
- Daily editing and improving for maths and English;
- Pre teach and catch up interventions for maths and English.

Summative Assessment

'In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.' (Commission on Assessment without Levels Sept 2015)

Reading

Assessment in Reading is ongoing. Formative assessments take place weekly within the structure of the guided reading sessions.

The school's guided reading record is used to assess and target children in reading. Guided reading session records are completed weekly. They contain information on the book read, members in the group, session objectives and any notes made on individual pupils. The reading record sheet can be used to identify suitable objectives and monitor progress towards achieving them.

Teachers also use 'Rising Stars Assessment Progress Tests' every half term. They allow pupils' strengths and weaknesses to be quickly identified – informing teaching and flagging areas where children need further support. This knowledge helps teachers to ensure that pupils are on track to meet the new end-of-key-stage expectations. They also allow teachers to demonstrate pupils' progress.

During the data collection week teachers use a range of evidence to update the **NC Reading Assessment Grid**. This assessment information will then inform the teachers end of year prediction which will be inputted onto the school's SIMs tracking system. The teachers will review the end of year targets every term. Each child will be assessed as: working towards the expected standard (1), working at the expected standard (2) or working at greater depth within the expected standard (3).

Children are assessed twice during the year using the Salford reading test which gives each child a standardised score as well as reading and comprehension age. This is shared with parents and demonstrates pupil progress.

Children who are 'working towards' the expected standard and are on the SEND register will be assessed every term using the Salford reading test which will give us a standardised score as well as reading age. This information will help us to see where our children sit in the 'working towards' statement as well as show the progress that they make within that statement.

Phonics

Teachers track children's progress in phonics every half term using a class tracker. Staff assess children's progress of phonics through individual half termly assessments.

Assessments are linked to the phonic phase and are a mixture of reading and spelling words with taught phonemes/digraphs/trigraphs etc.

In Year 2 we track children who did not pass the phonics test in Year 1. They are re-tested at the end of autumn and spring and then again during the statutory recheck in June. In Year 3 we also track the children who did not pass the re-check and re-tested throughout the year.

Writing

As part of our ongoing assessment of writing we ensure that all children complete one piece of extended writing per week.

Teachers collect a range of evidence for writing in English books. Writing is not always linked to literacy objectives or completed at the end of a unit. Cross curricular writing can also be used as evidence as well as incidental writing.

Every half term children will complete an independent piece of writing in their English book (distance from learning). There should be a range of genres so teachers should ensure throughout the year there are three narrative and non-narrative pieces of writing.

Teachers then use a range of evidence, at least four pieces of writing, (including the 2 independent writing pieces + English books + writing from other areas), to update the **NC Writing Assessment Grid**. This assessment information will then inform the teachers end of year prediction which will be inputted onto the school's SIMs tracking system. The teachers will review the end of year targets every term. Each child will be assessed as: working towards the expected standard (1), working at the expected standard (2) or working at greater depth within the expected standard (3).

For the children working within P scales you still need to use a range of evidence. Teachers may scaffold and support children in their writing, but record when you have done this. However the key skills within the P scales can only be given if a child has done it independently.

Every half term the independent piece is attached to the completed **NC Writing Assessment Grid** and these are kept in children's writing portfolios.

Teachers also use 'Rising Stars Assessment Progress Tests for SPAG' every half term. They allow pupils' strengths and weaknesses to be quickly identified – informing teaching and flagging areas where children need further support. This knowledge helps teachers to ensure that pupils are on track to meet the new end-of-key-stage expectations. They also allow teachers to demonstrate pupils' progress.

Spelling

In KS1 all children have weekly spellings linked to the first 300 HFW (key words) from the Letters and Sounds document. These spellings are sent home weekly and tested in school. Teachers track all spellings every term and report to parents at parents evening.

In KS2 all children have weekly spellings linked to their class word lists from the National Curriculum. These spellings are sent home weekly and tested in school. Teachers track all spellings every term and report to parents at parents evening.

Maths

Teachers use a range of evidence to update the **NC Maths Assessment Grid**. This assessment information will then inform the teachers end of year prediction which will be inputted onto the school's SIMs tracking system. The teachers will review the end of year targets every term. Each child will be assessed as: working towards the expected standard (1), working at the expected standard (2) or working at greater depth within the expected standard (3).

The range of evidence for formative assessments will be: annotated weekly planning, pre and post assessments, work in children's books, weekly times table and arithmetic tests, LBH books, observations from guided work, mastery maths assessments and ongoing AFL including key questioning.

Teachers also use 'Mastery Maths Progress Tests' every term and 'Rising Stars Arithmetic Tests' every half term. They allow pupils' strengths and weaknesses to be quickly identified – informing teaching and flagging areas where children need further support. This knowledge helps teachers to ensure that pupils are on track to meet the new end-of-key-stage expectations. They also allow teachers to demonstrate pupils' progress.

Target Setting

All children are set an end of year target for reading, writing and maths at the start of the year. These are set by the Headteacher and class teacher. The targets take into account the child's starting point into that Key Stage or baseline entry into EYFS. The target will predict whether a child will be at, working towards or exceeding are related expectations by the end of the year.

In class, children will have their own individual targets for reading, writing and maths.

In maths they will receive a new target every term and these are linked to using and applying as this is a whole school priority. Maths targets are displayed on the maths working wall and children can move their names from bronze, silver, and gold depending on their achievements.

In reading all children will have a target linked to a specific focus such as comprehension, making inferences, language for effect etc. Their target will be taken from the appropriate milestone. They may be used as a group focus for a guided reading session. Reading targets will be kept in the guided reading box and referred to during guided reading sessions.

In writing all children will receive a new writing target each half term based on teacher assessments. These are written on the child's target card which is kept in their pencil case. They will be dated and ticked when they are achieved.

Tracking

During the data collection week teachers use the range of evidence and their knowledge of the children to predict whether a child will be at the expected standard, working towards the expected standard or working at greater depth within the expected standard. This information is collected on a Target grid and represented as:-

1= working towards expected standard

2 = working at expected standard

3= working at greater depth within the expected standard

These predictions are also recorded onto progress transition matrices to show where the children will be at the end of the year relative to their starting points. This information is then used by teachers to identify who needs intervention or challenge.

Reporting to Parents

The school will report a child's attainment and rate of progress at the end of the school year. This will be in a child's annual report. Children will be reported as either: working towards the expected standard, working at the expected standard or working at greater depth within the expected standard. Progress will be reported as either 'expected', 'more than expected' or 'less than expected'. Progress will be a measure of how children have progressed from their starting point (either end of EYFS or KS1)

At parents evening in Autumn and Spring, teachers will talk to parents about key skills children have been taught and can do, have been taught and need more practise on and what they need to move onto next to be able to progress.

Monitoring

The impact of the assessment strategies used by teachers will be monitored by school leaders during lesson observations and work scrutinies.

During our Pupil Progress Meetings teachers and their Appraisal Reviewer will use the Target grid, the Progress transition matrices and the workbooks as the focus of their meeting. Discussions will be around the children who teachers predict will not meet their expected target or those who will exceed the target set and identifying the provision we can put in place.