



Curriculum, Assessment and Tracking at Clayton Village Years 1 - 6

Rationale

At Clayton Village we believe that curriculum, assessment and tracking are all intrinsically linked. It is essential that curriculum drives the assessment. That the assessment informs the planning and drives the next steps in learning.

Our tracking procedures are the way we record a child's learning in a way that can be used by teachers and leaders to analyse at class, group and whole school level.

Curriculum

We have seen the introduction of a new National Curriculum and the removal of levels as an opportunity to look at our curriculum reviewing what and how we teach our children. We asked ourselves "Do we teach children to do writing or to be successful writers?" Our focus is now on teaching the children the skills they need to be successful readers, writers and mathematicians.

A critical concept of the new curriculum is that it encourages the learning of fewer things in greater depth. We are asking our teachers to focus on children acquiring a skill and then develop their depth of learning (how well they can apply that skill). It is about knowing how to do something, being able to do it and able to apply it in different contexts.

Implicit in the new curriculum is the central premise that the majority of children should reach the end of year group expectations. We expect our teachers to teach the key ideas and concepts from the National Curriculum to the vast majority of children and that the children who grasp concepts rapidly should be challenged to deepen their learning and demonstrate how they use that learning (mastery of the skill) before any acceleration to new content.

'The new national curriculum is founded on the principle that teachers should ensure pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning. This is particularly beneficial for pupils with special educational needs. It leads to a much more focused approach where early intervention can be provided promptly to address any concerns about pupils' progress. Teachers become much better informed about pupils' understanding of concepts and ideas and can build a more accurate picture of their individual needs.' (Commission on Assessment without Levels Sept 2015)

Assessment

'...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

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 now more 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.

Our teachers use a range of formative assessment strategies to inform their planning, to structure their teaching, assess the learning and identify the next steps.

'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)

Both formative and summative assessment must be ongoing throughout the term. Our teachers use a range of assessment tools to gather information about a child’s depth of learning within the national curriculum. The assessment criteria from the national curriculum are used to support this and ensure that they are working towards the year group objectives. Towards the end of every term there is a data collection window.

‘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)

For further information about our assessment procedures refer to our Quick Guide to Assessment, our Quick Guide to Effective Feedback and our Assessment calendar.

Tracking

During our data collection window teachers use a range of evidence to assign an accurate end of year prediction for each child in reading, writing and maths. Teachers predict whether a child will be working at the expected standard, working towards the expected standard or working in greater depth within the expected standard. This is then inputted onto SIMs. These predictions are also recorded onto Pupil 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.

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 are around the children who teachers predict will not meet or those who will exceed the target set and identifying the provision we can put in place.

Our Leaders will analyse this data at whole school, year group, class and subject level looking for trends and identifying progress of groups of learners.