



HAYES MEADOW PRIMARY SCHOOL

Be the Best We Can Be



ASSESSMENT

2017/18



The Purpose of Assessment

From September 2014, the Government have introduced a new national curriculum, assessment and accountability. From now on, the Government will not impose a single system for ongoing assessment and schools will develop and implement their own arrangements for assessing pupils' progress against their school curriculum. Schools are expected to demonstrate their assessment of pupils' progress, to keep parents/ carers informed, to enable governors to make judgements about the school's effectiveness, and to inform Ofsted inspections.

The new Government reforms focus on Year Group Expectations. These reforms are based on a clear set of principles:

- Ongoing, teacher –led assessment is a crucial part of effective teaching.
- Schools should have the freedom to decide how to teach their curriculum and how to track the progress that pupils make.
- Both summative teacher assessment and external testing are important.
- Accountability is key to a successful school system and therefore must be fair and transparent.
- Measures of both progress and attainment are important for understanding school performance.
- A broad range of information should be published to help parents and the wider public know how well schools are performing.

Assessment Principles

The following principles are written following the NAHT principles for assessment (February 2014)



Assessment is as the heart of teaching and learning.

Assessment at Hayes Meadow is a shared responsibility and is integral to high quality teaching and learning. All teachers and teaching assistants are responsible for the progress of all our pupils at the school and our assessment process drives better teaching. This is because we use the outcomes to provide 'appropriate challenge' for all the children so that they can make continuous, and sometimes, accelerated progress in their learning.

Assessment is fair.

Our assessment process has been designed to apply to all pupils. It is inclusive of all abilities and free from bias.

Assessment is honest.

We are open and transparent with pupils and parents/ carers regarding the process and results of assessment at Hayes Meadow as successful outcomes are reliant on the strength of these relationships. Beyond this, we actively initiate external moderation opportunities with other schools and independent organisations to aid the self-evaluation of our own accuracy.

Assessment is ambitious.

Based on prior assessment outcomes our targets for each year group are:

- At least 80% of pupils will be demonstrating knowledge, skills and understanding that continuously demonstrate in their work that they are meeting/ exceeding the end of year expectations.



- Our target for any pupils who have been identified as having special educational needs is that they will meet, or exceed, national end of year expectations in any subject for which their specific needs are not a barrier to their learning.

Assessment is appropriate.

Our procedures are designed to assess expectations of the National Curriculum and our own wider school curriculum. Evidence is drawn from all areas, within and beyond the classroom.

Assessment outcomes provide meaningful and understandable information for pupils, parents/ carers, teachers, school leaders and governors, government and agents of government.

How are we assessing in EYFS at HAYES MEADOW?

NURSERY

For children who attend our Nursery, tracking progress and attainment begins on entry. This is measured from each pupil's individual starting developmental stage as identified in September of Nursery baseline assessment. Each child is awarded an entering, developing or secure judgement in each of the prime and specific areas of learning.

Generally children enter Nursery at HAYES MEADOW with a developmental stage typical for their age and make expected progress to enter Reception.

Eg.

On entry to Nursery

Autumn Birth	Spring Birth	Summer Birth
30-50 secure	30-50 entering/ developing	22-36 secure/ 30-50 entering

We expect these children to exit Reception at the ELG or exceeding the ELG unless they have a specific developmental delay. This may only be in one area of learning.

Eg.

On exit from Reception

Autumn Birth	Spring Birth	Summer Birth
exceeding ELG	ELG or above	ELG or above



Typically a child would make between 5 and 7 steps of progress throughout Nursery and Reception. Some children will enter below typical and interventions will be in place to accelerate learning to enable the child to achieve the ELG and make more steps of progress.

A 'step' is when a child moves through a developmental stage:



16-26 dev	16-26 secure	22-36 ent	22-36 dev	22-36 secure	30-50 ent	30-50 dev	30-50 secure	40-60 ent	40-60 dev	40-60 secure	ELG	exceeding ELG
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Progress for each pupil is identified using these steps and is recorded at the back of each child's learning journey.

RECEPTION

Some children do not attend the HAYES MEADOW Nursery and therefore start here in Reception. Attainment and progress are measured from each individual's starting point as identified in September of Reception from information gathered from previous settings and HAYES MEADOW baseline assessment. Each child is awarded an entering, developing or secure judgement in each of the prime and specific areas of learning.

At HAYES MEADOW children enter Reception with a developmental stage typical for their age.

Eg.

Autumn Birth	Spring Birth	Summer Birth
40 -60 ent/dev	40-60 ent	30-50 secure

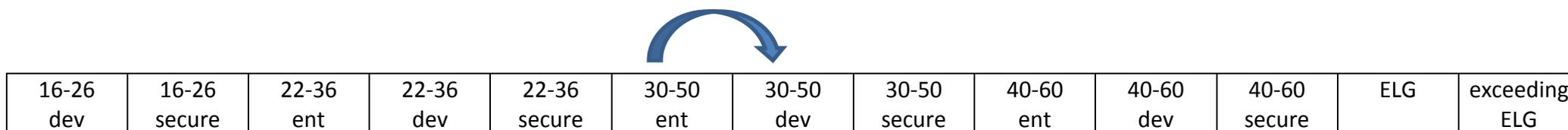
We expect these children to exit Reception at the ELG or exceeding the ELG unless they have a specific developmental delay. This may only be in one area of learning.

Autumn Birth	Spring Birth	Summer Birth
exceeding ELG	ELG or above	ELG or above



Typically a child would make between 3 ND 5 STEPS OF PROGRESS BETWEEN ENTERING AND EXITING Reception. Some children will enter below typical and interventions will be in place to accelerate learning to enable the child to achieve the ELG and make more steps of progress.

A 'step' is when a child moves through a developmental stage:



Progress for each pupil is identified using these steps and is recorded at the back of each child's learning journey.

How are we assessing in KS1 and KS2 at HAYES MEADOW?

At HAYES MEADOW we have designed our broader curriculum and assessment procedures with reference to developmental work undertaken by Focus Education. We have adapted the Learning Challenge Curriculum and related assessment approach to suit the context of our school.

Effectively pupils will be assessed on a four point scale and teachers will decide on the 'best fit' for each pupil. They will all receive a judgement at the end of each academic year as 'emerging', 'developing', 'expected' or 'expected with greater depth' based on their knowledge, skills and understanding of the end of year expectations for their year group. All pupils will be assessed at the beginning of the year with a baseline tasks in maths and writing. This will determine where they will start on the four point scale. For example, an able pupil exceeding the expectations at the end of year 1 may be applying many of the Year 2 expectations in their work and could therefore start on developing on the following year group. It is expected that almost all of our pupils will achieve the expected outcomes for their year group. Aspirational targets are set for individuals based on their previous year's attainment and baseline scores.



As well as ongoing daily assessment, each term teachers will assess their pupils against the end of year expectations and make a judgement about how they are progressing. Teachers will transfer this information onto SIMS tracking sheets and use these to inform SLT about the progress pupils are making towards the expectations. Some pupils may achieve the expectations and demonstrate that they are able to apply these in a variety of contexts, for different purposes and with independence. The teachers will therefore be providing opportunities for the pupils to demonstrate 'greater depth'.

Throughout the year teachers are required to evidence judgements through pupil progress meetings each term, in school moderation exercises with subject leaders, moderation across the school, moderation with local schools and where appropriate validation from external agencies. The headteacher, deputy and other subject leaders will ensure they make reference within lesson observation feedback, during work scrutiny and on learning walks to teaching opportunities and the environment that enables pupils to achieve or exceed their year group expectations.

EMERGING		EXPECTED <i>Is the pupil demonstrating the skills, knowledge and understanding expected for their age?</i>	EXCEEDING
1 Emerging	2 Developing	3 Secure At expected – 100%	4 At expected with greater depth
Outside agencies and teaching assistant specialist support coordinated by the SENCo.	Accelerated programmes are written by the classteacher in liaison with the SENCo. According to need, they are delivered by teaching assistants or the classteacher	Appropriate challenge in class.	Appropriate challenge in class. Opportunities for applying their skills across the curriculum.
			<p>The pupil will be deemed to be exceeding expectations if, in addition to what is outlined in 3 and 4, they show evidence of:</p> <ul style="list-style-type: none"> • some of the following year group's objectives. Accessing • able to use their year group's expectations within context. Being • able to consistently apply their year group's objectives in a range of situations. Being



	as 1:1 or small group tuition.		
At this stage the pupils is meeting less than 50% of the year group expectations. A few pupils will be judged at this stage. These will be pupils who have special educational needs that affect their cognitive development.	The pupil will be meeting at least 50% of the year group expectations, but not all. The pupil has not got SEN and needs to access an Acceleration Programme to be 'secure' in meeting their end of year expectations.	At this stage, not only is the pupil confident at meeting the statements but is also working at a rapid rate. The pupil will be meeting 100% of the statements for expected and maybe some in greater depth.	The pupil is very confident and rarely makes a mistake in relation to the exceeding statements. A few pupils will be judged at this stage. These will be pupils who are exceptionally confident in handling the exceeding statements. End of year standardised test score of 110+
		End of year standardised test score of 100 - 110	

Demonstrating and assessing the progress of pupils in English and Maths

Teachers are held accountable for the progress of all the pupils in their class. There is greater emphasis on using pupils' work and other outcomes to continually assess their progress in learning. These are some of the ways pupils and teachers demonstrate and assess progress in English and Maths.

Reading	Writing	Maths
• ception baseline and end of early	• ception baseline and end of early	• ception baseline and end of early



<p>years assessments.</p> <ul style="list-style-type: none"> • Year 1 phonics check • Teacher assessment at the end of KS1 and KS2 against the performance descriptors. • IRA termly assessments • S1 and KS2 National tests • Guided reading records that demonstrate progress towards the Year Group Expectations in word reading and comprehension. • IMS assessment grids 	<p>years assessments.</p> <ul style="list-style-type: none"> • Grammar, punctuation and spelling National tests. • S1 and KS2 teacher assessment with a scaled score of 100 representing the expected standard for that stage. • Progress over time taken from a variety of work in a variety of subjects. • Success criteria and developmental feedback including pupil responses. • Old writing tasks and feedback. • IMS assessment grids 	<p>years assessments.</p> <ul style="list-style-type: none"> • S1 and KS2 National tests with a scaled score of 100 representing the expected standard for that stage. • Termly PUMA tests. • Teacher assessment against the end of year expectations for that year group. • Progress over time taken from a variety of work in a variety of subjects. • Success criteria and developmental feedback including pupil responses. • Pre and post learning tasks. • IMS assessment grids
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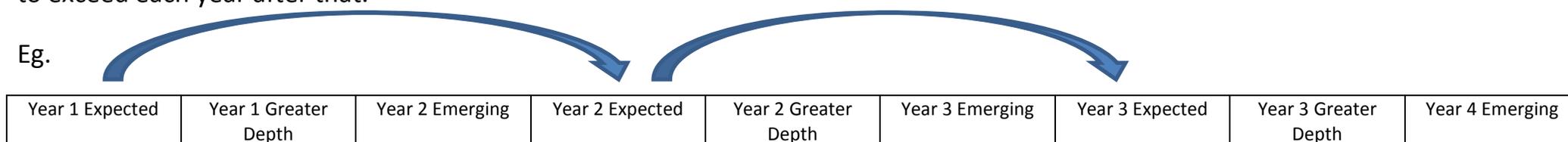
Demonstrating Progress



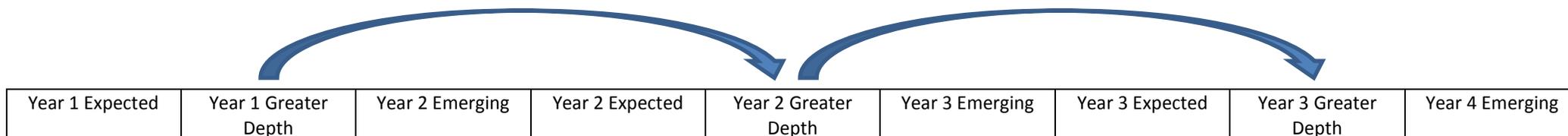
At the start of each year teachers are informed of the end of year standard of each of their pupils from their previous teacher or in Reception and Nursery this will be based on their baseline assessment. Throughout the year progress is measured using the SIMS tracking grids and this enables teachers to determine how well pupils are making progress towards the end of year expectations and where they are in danger of not meeting or exceeding these expectations. This information will form part of the discussion at pupils progress meetings.

It is expected that if a pupil meets the end of year expectations in one year group they will continue to do so year on year. The only exception to this is if they were to exceed the expectations by working at greater depth. However they would then need to continue to exceed each year after that.

Eg.



These two examples would be 'expected' progress for a pupil.



These are examples of accelerated progress.





Year 1 Expected	Year 1 Greater Depth	Year 2 Emerging	Year 2 Expected	Year 2 Greater Depth	Year 3 Emerging	Year 3 Expected	Year 3 Greater Depth	Year 4 Emerging
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Year 1 Expected	Year 1 Greater Depth	Year 2 Emerging	Year 2 Expected	Year 2 Greater Depth	Year 3 Emerging	Year 3 Expected	Year 3 Greater Depth	Year 4 Emerging
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Pupils who have not made enough progress.



Year 1 Expected	Year 1 Greater Depth	Year 2 Emerging	Year 2 Expected	Year 2 Greater Depth	Year 3 Emerging	Year 3 Expected	Year 3 Greater Depth	Year 4 Emerging
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