

## Herrick Primary School

### Approach to Assessment and Progress Tracking in the New Curriculum

In April 2014 the Department for Education released 'Assessment Principles', a document outlining the core values all effective assessment systems should implement as part of the changes introduced with the 2014 National Curriculum. As the *'Government will not impose a single system for ongoing assessment'*, it is up to schools to implement a system that can: *'Give reliable information to parents about how their child, and their child's school, is performing, help drive improvement for pupils and teachers and make sure the school is keeping up with external best practice and innovation.'*

### Our Philosophy of Assessment

Assessment should have a purpose at every level for everyone involved:

- Pupils should be given appropriate feedback on their learning from the formative assessments carried out by class teachers.
- Class teachers should be able to use formative assessment to support planning and implementation of a curriculum designed to meet the needs of learners.
- Teachers and school leaders should be able to use assessment to help ensure that the pupils who need specified intervention are quickly identified, appropriately supported and monitored so that all can fully achieve their potential and no one is left to struggle behind.
- School Leaders should be able to use summative assessment as a tool for monitoring the progress and attainment pupils make, to ensure the school is helping pupils achieve their potential.
- Parents should be able to get a clear and accurate sense of their child's achievement and progress as well as areas where they can support development.
- Governors should be able to use data to ensure the school is supporting pupils learning effectively.
- Schools can provide data for inspection teams to show how children are performing.

## Our Assessment System

Initially we introduced the 'Target Tracker' system to support assessment, however - we recognised overtime that the process of assessment did not effectively inform our learning and teaching in-relation to purpose, planning and predictions. We looked closely at how we could help our children be learners who understood how to become better at learning and who could assess their own strengths and weaknesses, and possibly talk about what they enjoy and why?

The teachers raised the question - **Do they appreciate that assessment is an opportunity for growth – improve their learning?** By marking together and using learning time to share common errors and misconceptions (not all). To allow those that already can- work on specific aspects independently. To support a chosen few rather than the whole class to think about the concept/application and not just correcting the question, to use peer support or any other strategies to support their understanding of the importance of assessment – or in their eyes, 'testing'.

As a school we endeavour to develop and evolve our assessment process to support 'next steps' and effectively 'communicate with pupils and parents' on how improve and progress. It is our intention to devise a method to help our children become aware of what they should be looking for; realising what the question is asking; identifying the knowledge they already have and how to apply it – and this for our children is the: **Oh Yeah moment!** They will recognise that being shown what they need to know next is more important than the 'levels' or 'scores' they receive.

*Although we continue to use aspects of Target Tracker – it is used more for internal scrutiny and analysis. A detailed account of the assessment process for 2019-20 – EYFS, Reading, Writing and Maths can be seen below.*

# Assessment 2019 – 20 (EYFS)

Assessment to inform:

		Assessment to inform:			
	Process – What is to be done?	Purpose	Planning	Predictions	How is this to be Communicated to Pupils and parents?
1.1	Complete Baseline assessment Nursery and Reception	<p>Understand of attainment.</p> <p>Identify the areas of development.</p> <p>Identify the individual children's needs.</p> <p>Identify the intervention groups</p>	<p>Small group focus teaching activities will be planned accordingly to gender gap, identified areas of development.</p> <p>Intervention groups will be set.</p> <p>Targeted children will be identified. Setting Letters and Sounds, and maths groups.</p>	<p>Teacher will be able to predict the expected progress and the attainment for each child.</p>	<p>Through Home&amp; School diary, parents will be informed what their children's targets are. Children will be given verbal feedback about their work and the way they play throughout learning through play, individual reading, small group focus activities.</p> <p><b><u>Parents will receive the child's baseline report in second half term.</u></b></p>
	Home and School Diary- ongoing Reception only	<p>To have good communication with parents and inform parents about their children's learning. Working parents have an opportunity to pass their views on their children's needs and learning.</p>	<p>During focus activities, reading and focus writing, the targets are given to children is also shared with parents. TAs are clear what the children's targets are when they work with their targeted children.</p>	<p>Plan specific targets for children which will make an positive impact on children achieving age expected level and make good progress.</p>	<p>Parents will have regular update about their children's learning and targets. They will have a good understanding of what their children's strength and areas of development in maths and literacy.</p>
1.2	Autumn 2 Assessment	<p>Identify the areas of development, Analysing progress, gender gap etc.</p>	<p>Regrouping children Identifying topics and creating enabling environment according to analysis of data</p>	<p>Re-evaluate the expected outcomes</p>	<p>Children's progress shared with parents at the parents evening.</p>
2.1					
2.2	Spring Assessment	<p>Identify the areas of development, Analysing progress, gender gap etc.</p>	<p>Regrouping children Identifying topics and creating enabling environment according to analysis of data</p>	<p>Re-evaluate the expected outcomes</p>	
3.1					
3.2	Summer assessment	<p>validity of Teacher assessment</p>	<p>Phase action plans SEF- SDP</p>	<p>Actual data is produced</p>	<p>Parents receive end of year written report with the children's attainment</p>
1.1-3.2	Reading diary- ongoing Nursery and Reception	<p>To identify child's reading level, to support their reading skills, to develop their comprehension and language through discussion and questioning</p>	<p>Parents workshop- letters and sounds Talk for writing – supporting comprehension and understanding of the text Supporting children with extending their vocabulary/ Letters and sounds planning</p>	<p>Identify children's strength and areas of development and identify targeted groups of children</p>	<p>Parents are given feedback how their children's reading is. How well they read and what they need to practise more.</p>

## Assessment 2019 – 20 (Reading)

Assessment to inform:

	Process – What is to be done?	Purpose	Planning	Predictions	How is this to be Communicated to Pupils and parents?
1.1	<p>All Reading Journals to have relevant baseline proforma.</p> <p><b><u>(round 1)</u></b> Yrs 1 &amp; 2 to complete YARC assessment.</p> <p>Yrs 3-6 to complete the New Group Reading Test(NGRT) on-line</p>	<p>Provide historical understanding of attainment and plot success pathway</p> <p>To provide standardised score and reading age</p>	<p>Use summer test analysis in supporting strengths and areas of development for specific year groups</p> <p>Inform support required for individual children</p>	Recognise expected trajectory for each child	<p>For children at or above age related expectations to have 'Reading baseline' in book</p> <p>Children below to have key targets placed in front of book (these are to be personalised and not linked to Target Tracker curriculum statements)</p>
1.2	<p>Yr1 Phonic test</p> <p>Yr2 GL assessment paper 1B</p> <p>Yr3-6 NFER test (suite 1)</p>	(Yr1)To test formally phonic knowledge and ensure children placed in correct phase groups (Yr2-6) assess comprehension ability	Provide in-depth analysis with specific emphasis on	Support in re-evaluating target setting	Test Paper to be shared with parents and pupils through workshops, identifying development points and to share effective strategies
2.1	Years 1-6 Reading Report Card Spring 1	Focus on impact of revised reading sessions	Analysis on two key aspects of reading – language comprehension and word recognition	Provide assessment data in-relation to fluent reading capabilities	Reports cards sent home informing parents of ability (term 2.1)
2.2	Years 1-6 Reading Report Card Spring 2				Reports cards sent home informing parents of ability (term 2.2)
3.1	<p><b><u>(round 2)</u></b> Yrs 1 &amp; 2 to complete YARC assessment.</p>	To provide revised standardised score and reading age – calculate level of progress	Inform support required for individual children		Information to be shared via reading journals

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3.2	Yr1 Phonic test Yr2 GL assessment paper 2A Yr3-6 NFER test (suite 2)	(Yr1)To test formally phonic knowledge and ensure children placed in correct phase groups (Yr2-6) assess comprehension ability	Provide in-depth analysis with specific emphasis on	Support in re-evaluating target setting	Test Paper to be shared with parents and pupils through workshops, identifying development points and to share effective strategies

## Assessment 2019 – 20 (Writing)

Assessment to inform:							
	Process – What is to be done?	Purpose	Planning	Predictions	How is this to be Communicated to Pupils and parents?		
1.1	<p>Beginning of Term 1- Teachers to moderate using target tracker exemplars to secure teacher judgements.</p> <p>Look at independent writing produced by children in Literacy books from the previous term (T3 19)</p> <p>Literacy books are returned to chdn to take home.</p>	<p>Teachers secure understanding of writing expectation for the academic year</p> <p>Inform next steps</p>	<p>Inform planning. Identification of area of need-assessment for learning</p>	<p>Plan specific targets and effective intervention for the relevant children in relation to the next unit to narrow the gap between below, working within and secure.</p>	<p>Literacy Books are sent home every week Grammar and Punctuation expectation for specific year group is displayed in book. Individual's next steps are shared with parents on parents' evening</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;"> <p><b>Year 3</b></p> <p>I can use capital letters.</p> <p>I can use a full stop.</p> <p>I can use an exclamation mark.</p> <p>I can use a question mark.</p> <p>I can use apostrophes.</p> <p>I can use the correct tense.</p> <p>I can use speech marks correctly.</p> </td> <td style="width: 50%; padding: 2px;"> <p>Do your sentences make sense?</p> <p>Have you used a capital letters correctly?</p> <p>Have you used full stops correctly?</p> <p>Have you missed out any words or letters?</p> <p>Are your words in the right order?</p> <p>Have you checked spellings?</p> <p>Have you used the correct tense?</p> <p>Have you used punctuation correctly?</p> </td> </tr> </table> </div>	<p><b>Year 3</b></p> <p>I can use capital letters.</p> <p>I can use a full stop.</p> <p>I can use an exclamation mark.</p> <p>I can use a question mark.</p> <p>I can use apostrophes.</p> <p>I can use the correct tense.</p> <p>I can use speech marks correctly.</p>	<p>Do your sentences make sense?</p> <p>Have you used a capital letters correctly?</p> <p>Have you used full stops correctly?</p> <p>Have you missed out any words or letters?</p> <p>Are your words in the right order?</p> <p>Have you checked spellings?</p> <p>Have you used the correct tense?</p> <p>Have you used punctuation correctly?</p>
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1.2	<p><b>Moderation in year groups</b></p> <p>Teachers to moderate pieces of writing in the last two weeks of <b>term 1 in year groups</b></p>	<p>Teachers to secure teacher judgements</p>					
2.1							
2.2	<p>Teachers to moderate <b>a different</b></p>						
			<p>Teachers and CLT to produce an overall</p>		<p>Mini progress report on writing at the end of term, targets and next steps inside book at the end of each term. <b>Below, Working Within, Secure, Above</b> written inside book but not online.</p> <p>Literacy books and overall writing to be shared with parents-discussed during</p>		

	<b>year group's writing at the end of term 2 and 3</b>	Teachers to validate teacher judgements.	summary for each year group and create a portfolio	Summary and portfolio to support set targets for writing.	Parents' Evening
3.1		Development for whole staff			
3.2	Teachers to moderate a <b>different year group's writing at the end of term 2 and 3</b>				

## Assessment 2019 – 20 (Maths)

Assessment to inform:					
	Process – What is to be done?	Purpose	Planning	Predictions	How is this to be Communicated to Pupils and parents?
1.1	-Complete Baseline proforma Yrs 1-6	Provide historical understanding of attainment and plot success pathway	Use summer test analysis in supporting strengths and areas of development for specific year groups	Recognise expected trajectory for each child	For children at or above age related expectations to have 'Maths baseline' in book – children below to have key targets placed in front of book (these are to be personalised and not linked to Target Tracker curriculum statements.
1.2	-Yr6 previous SATs -Yr2 previous SATs -Yr1 EYFS assessment -Beginning of year assessment (NFER) : Yr3 -5 (suite 1)	Familiarise pupils with process, provide an indicator of validity of teacher assessment	Reference on techniques/ strategies applied – ensuring gaps/misconceptions are addressed	To re-evaluate outcomes – use of FFT to support target setting	Test Paper to be shared with parents and pupils through workshops, identifying development points and to share effective strategies
2.1					
2.2					
3.1					

3.2	-End of year assessment (NFER) : Yr3 -5 (suite 2)	To determine standardised score and to compare with previous year	Support in identifying target children and key concepts which must be priorities for individual year groups	Plan specific targets and effective intervention for the relevant children in-relation to the unit	Share in recognising standardised scores but more importantly devise specific targets based on question analysis to support individuals and understanding of cohorts/classes for the following year
Through-out the year	-Times tables to be taught weekly and tested formally - highlight incorrect or difficult multiplication facts	To support pupils recognise difficulties and provide focus on learning specific multiplication facts	To support in developing times tables lessons for either whole class or individuals		Times tables books to be sent home weekly – pupils and parents to acknowledge focus of targeted times tables (half termly reports to be produced and shared with pupils and parents)
	-assessment of units to be completed after completion	Provide specific details of each unit in-relation to individual pupil and overall cohort – ongoing assessment	Inform next steps, identification of misconceptions, early reflection – assessment for learning		Targets and interventions to be recorded in books (this is to be communicated in a manner that is appropriate for parents and children – books sent home weekly)