



# The Giles Junior School

## Our Mission:

- To live life proactively
- To care for self and others
- To nurture learning for a lifetime

## Assessment Policy

### Status: Non-statutory

This policy has been written using 'A New Approach to Tracking Pupil Progress' Herts for Learning guidance.

With the introduction of the New National Curriculum in September 2014 Giles Junior has adopted the Herts for Learning AM7 (Assessment Manager 7) approach to assess, track and manage data. This assessment system uses detailed assessment criteria, matched to the expectations of the new National Curriculum which can be used by teachers to assess children's understanding and determine the appropriate next steps. This system also provides analysis tools to inform the schools self-evaluation through progress, attainment and gap analysis reports.

In 2014/2015 Year 6 will continue to use Old National Curriculum levels, whilst years 3 – 5 will assess against the New National Curriculum, using steps and phases.

### Key Principles:

- Assessment should have a purpose at every level for all involved
- Pupils should be given feedback on their learning from the formative assessments carried out as well as the success criteria for the specific focus on learning
- Teachers should use the formative assessment to inform planning and identify next steps
- The long-term formative assessments should be used to inform summative assessment
- Summative assessment should be used only as a tool to enable the school to measure attainment ; these measurements will not form part of a dialogue with parents or pupils

At Giles Junior School, we believe that teacher assessment, based on a wide range of good quality learning experiences, is the best way to track progress.

### Details of the new system:

- Detailed criteria for Writing, Maths and Reading are available, which relate to the skills and knowledge that children should be acquiring and developing over time
- The curriculum sets out content in terms of year groups and phases and Herts for Learning have used this to develop an approach based on **phases**, with **steps** within these (see appendix 1 for overview):

**Phase A** relates to the typical expectations of children working in KS1

- A2 - working within age-related expectation for Y1
- A5 - working within age-related expectation for Y2

**Phase B** relates to the typical expectations of children working in lower KS2

- B2 - working within age-related expectation for Y3
- B5 - working within age-related expectation for Y4

**Phase C** relates to the typical expectations of children working in upper KS2

- C2 - working within age-related expectation for Y5
- C5 - working within age-related expectation for Y6

(NB some children may be working within a phase below their chronological age. In the early stages of this New national Curriculum, many children may be working below their age-related expectation, as this NC has higher expectations than the previous NC.)

The terminology used also needs to take account of the potentially harmful effects when describing the attainment of pupils who are working below the age-related expectation, e.g. pupils with SEN/D.

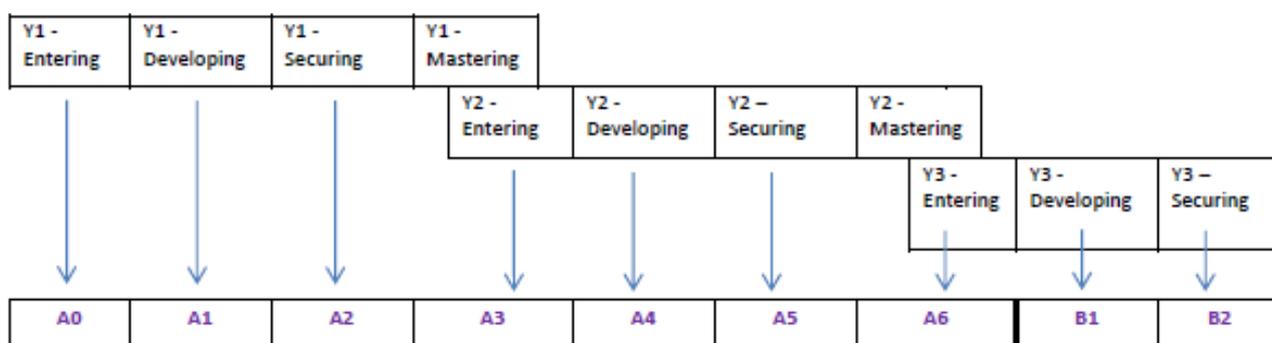
**To determine the phase/step which best describes a child’s attainment:**

- Teacher’s should use the detailed assessment criteria for the core subjects based upon a ‘best fit’ approach

<b>Entering</b>	<b>Developing</b>	<b>Securing</b>	<b>Mastering</b>
Evidence of a <b>few</b> aspects of the criteria – up to about 25% of the criteria  (may be occasional but not yet frequent)	Secure in <b>many</b> aspects of the criteria – up to 60%	Secure in <b>most</b> aspects of the criteria – more than 60% and up to 80%	Secure in <b>all, or almost all,</b> aspects of the criteria

(Percentage figures shown are a guide only – a ‘best fit’ approach needs to be taken. Subject-specific guidance indicates where certain curriculum areas have a greater weighting than others.)

The **Entering** stage is only used for year 1, as from Year 2 onwards, it is assumed that **Entering** in that year group’s criteria overlaps with **Mastering** the previous year’s criteria, as follows:



**Children working below and above their chronological age:**

- Children working below their chronological age can be assessed in the phase below e.g. a year 3 child may be working at A5.
- Pupils with SEN/d working below phase A are assessed using P-scales
- Pupils who have English as an Additional Language are working below A0
- Pupils working above their chronological age are A+, B+ or C+, only in exceptional circumstances would a child be working in the phase above their chronological age

**Further guidance around using the ‘+’ assessment – going ‘deeper and wider’**

The aim of this is to enrich a pupil’s understanding by exploring higher-level skills, but within the content of the current domain of the phase. This might include:

- Applying the knowledge and skills learned within the context of more extended problem-solving
- Applying the knowledge and skills in more challenging, unfamiliar contexts
- Extended project work, with children conducting their own research and following their own lines of enquiry
- Producing projects for different audiences
- Using higher order skills from Bloom’s Taxonomy

NB the ‘+’ steps are only appropriate for pupils who are attaining above age-related expectation. If, for example, a Y3 child was working at A6 (below age-related expectation) the next step would be B1.

### **Reporting Attainment and Progress to Pupils and their Parents:**

The phases and steps should not be reported to parents and pupils, instead focus should be placed on the criteria. Through focussing on the criteria, discussion can be held around what has been achieved well and what the next steps for learning are.

Phases that we will use as a school, when reporting to parents are:

- Your child is working well within the expected range for their age (followed by examples of particular areas of success and current areas of focus)
- Your child is working slightly below the expected range for their age (followed by examples of particular areas of success and current areas of focus)
- Your child has a strong understanding of the concepts taught this year and has been working on extension activities to further develop their problem-solving skills (followed by examples of particular areas of success and current areas of focus)

### **Analysing Data:**

The key **attainment** measures are:

- The proportion of children working towards age-related expectations
- The proportion of children working within age-related expectations
- The proportion of children working beyond age-related expectations
- The 'average attainment' (phase/step) for a cohort or group of pupils

The key **progress** measures are:

- Proportions of children making expected and exceeding expected progress
- Proportions of children not making expected progress
- Average number of steps of progress made by a cohort

'Expected progress' would be 3 steps per year.

'More than expected progress' would be either: making more than 3 steps progress in a year or finishing the year of +

**Across the whole of Key Stage 2**, expected progress would be 12 steps.

### **Tracking Pupils for Moderation:**

To ensure there is evidence of accelerated learning and that we are closing the gap the each class has 6 identified pupils: 2 pupils working below age-related; 2 pupils working within age-related and 2 pupils working beyond age-related (within each group, one child should be a pupil premium child where possible). For each of these pupils, the assessment criteria is highlighted and stored in an assessment folder. Dates should be indicated on the criteria, where evidence of the criteria has been seen in specific pieces of unaided work.

### **Pupil Progress Meetings:**

This will be held termly and will be led by the Inclusion Leader, alongside the Headteacher or Assessment subject Leader. Teachers must ensure that all forms requested for these meetings are completed and issued by the given deadline.

### **Targets:**

Teachers should provide children with suitable targets taken from the assessment criteria. Further guidance can be found on each 'Subject Overview Sheet'.

### **Roles and responsibilities of headteacher, other staff, governors:**

It is the responsibility of the Assessment Subject Leader and Headteacher to report overall attainment and progress across the school to Governor's Curriculum Committee on a termly basis.

It is the responsibility of each subject leader to ensure assessment is completed for all classes in their subject and to collate this to gain a whole school overview.

It is the responsibility of the class teacher to ensure continually assess the children formatively and report attainment and progress in a summative manner, on a termly basis.

**Foundation Assessment:**

The school follow the Chris Quigley Creative Curriculum for foundation subjects. Assessment for these subjects is based upon the milestones for each Key Stage phase:

- Milestone 1 – KS1
- Milestone 2 – Lower KS2
- Milestone 3 – Upper KS2

As with the core subjects, teachers should use ‘best fit’ for the skills and knowledge children display in each subject. A school proforma should be completed, for foundation subjects, by teachers at the end of each term (see appendix 2).

**Date for review: June 2019**

**Distribution:-**

A copy of this policy will be available to:-

- a) all school governors
- b) all teaching staff
- c) all School Office staff
- d) all Parents (on request).

Approved by: .....

Date : 16<sup>th</sup> June 2015

## Appendix 1

Herts for Learning have split the key expectations for learning in KS1 and KS2 into 3 phases, each divided into steps. Expected progress is **1 step per term**.

EYFS (pre-Phase A)	30-50E	30-50D	30-50S	40-60E	40-60D	40-60S	ELG
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**ELG = Early Learning Goal**  
(the expected level of attainment at the end of the Reception year).

Typical progress would mean moving through 1 step per term, i.e. A0 would be expected at end of Autumn, Y1, A1 at end of Spring Y1 and A2 at end of Summer Y1.

A+

- this indicates taking the learning wider and deeper – extending the higher attainers by exploring higher-level thinking approaches, but within the content domain of the phase – explained further on next page

Phase A (KS1)	A0	A1	A2	A3	A4	A5	A6	A+
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typical range of Y1 attainment



typical range of Y2 attainment



Phase B (lower KS2)	(A6/ B0)	B1	B2	B3	B4	B5	B6	B+
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typical range of Y3 attainment



typical range of Y4 attainment



Phase C (upper KS2)	(B6/ C0)	C1	C2	C3	C4	C5	C6	C+
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typical range of Y5 attainment



typical range of Y6 attainment



We would expect a pupil judged to be attaining within C5 to **at least meet** the threshold mark of the external KS2 tests.

**Foundation Teacher Assessment Overview****Subject:****Class:****Date:**

<b>Milestone 1 Years 1 and 2</b>	<b>Milestone 2 Years 3 and 4</b>	<b>Milestone 3 Years 5 and 6</b>
Approaching	Approaching	Approaching
At	At	At
Exceeded	Exceeded	Exceeded

Pupils are expected to be at milestone 1 by the end of Year 2, milestone 2 by the end of Year 4 and milestone 3 by the end of Year 6. The terms approaching, at and past have been chosen in order to move away from the notion that milestones must be met in full by a particular age. This allows for small variations in pupils' development. The terms mean:

- Approaching: Majority of year specific skills achieved.
- At: All year specific and some generic skills achieved.
- Past: All year specific and generic skills achieved

Children can be working within milestone below however, are unable to work on the skills above their year group.