

## **Assessment Summary 2017-2018**

With formative, proactive assessment to the core, this new system is designed to drive outstanding outcomes for pupils in Key Stage 1 and 2.

Each class from Y1-6 has a folder to be kept up to date and can form the basis of any professional conversation based around assessment, but especially Pupil Progress Meetings. It also provides proformas and guidance on how to use school assessment systems.

Assessment without levels is a key priority for Christ Church Primary School. In September 2014 we began our transition away from NC levels towards a more formative model of assessment that supports mastery of a year group curriculum. The basis for assessment at Christ Church Primary School is as follows:

- In English and Maths, staff collect ongoing evidence as they teach, to complete assessment sheets for 6 focus children across the class. This informs their planning. The assessment sheets are used to provide a judgement on the depth of understanding a child has of their year group's curriculum
- A child's mastery of a year group through evaluation, breadth and depth of understanding is actively promoted.
- Standards managers for each mini-phase are accountable for outcomes within their relevant year groups. They identify underperformance of differing groups (particularly the disadvantaged), design interventions and report on outcomes.
- A termly pupil progress meeting is held where teachers and standards managers report on the performance of key groups and target children, particularly those in receipt of pupil premium. Groups and individuals who are deemed to be underperforming are action planned for and followed up by leadership at the next meeting. Planned, periodic monitoring from leadership then follows up on these vulnerable pupils.
- Feedback is provided both orally and in writing so that pupils know how to improve their work
- High quality questioning has an increasing level of emphasis in order for our teachers to identify next steps.
- A increased amount of moderation both within school and between schools
- Pupil progress meetings where underperforming groups are identified and action planned for to be reduced
- Vulnerable Pupil Action Plans allow for children and groups who are not currently at national expectations to be planned for, and those interventions followed up and held to account termly

### **Arrangements for summative pupil tracking**

Within each year group there are three grades:

- 1) Beginning
- 2) Developing
- 3) Secure/Mastery

Each year group has a target, based upon FFT Aspire predictions, for whole class 'secure' attainment by the end of an academic year.

### **% on track**

As children move through the year, what is deemed an 'age related expectation' changes with them, allowing a fair view of attainment for a class:

- End of autumn term on track is % at beginning or above
- End of spring term on track is % at developing or above
- End of summer term on track is % at secure or above

### **When and how is data submitted?**

Data is submitted termly at dates decided in advance by the Senior Leadership Team. Summative data is put onto the Classroom Monitor system by class teachers. Teachers can then interrogate Classroom Monitor for key gaps and other assessment information.

The maximum grade that can be given is a secure grade (must be supported by a wide range of moderated evidence) at year group expectations, however a grade from a lower year group may be needed if a child is working at a grade below the level expected.

### **Class Specific Targets and Expectations**

Based upon previous performance and the curricular priorities for the class, each class will be given an end of year target. These are based upon moving toward meeting or exceeding FFT Aspire predictions.

### **Pupil Progress Meetings**

Once data has been submitted every term, each teacher analyses their data and completes the data summary, commentary and action plan. All of these are included in the folder. Data will be provided from Classroom Monitor to provide an analysis of gaps between vulnerable groups. In addition, teachers follow up their Vulnerable Pupil Action Plan from the previous term and propose a new one for the forthcoming year. This action plan tracks the success of interventions for vulnerable groups, disadvantaged pupils in particular.

Standards Managers have a key role to play in order to ensure that action plans and interventions have maximum impact and that vulnerable pupils have made accelerated progress.

### **Guidance and documentation for the formative assessment of core subjects**

In each class, 6 children will be selected who represent a cross section of abilities in across the class. The staff in each year group will then collate a wide range of evidence to support the annotation of assessment sheets. An objective on the assessment sheets is highlighted when the teacher has made a professional judgement that the objective has been achieved.

### **Moderation**

Evidence supporting the assessment sheets will be moderated routinely in school, in conjunction with the relevant year group standards manager.

### **Choosing a grade**

For the whole subject, look at a best fit judgment to establish if the child is beginning, developing or secure in that year group band. Remember 'Number' takes up a large proportion of the curriculum and so carries more weight than other areas. Evidence of Mastery is key if the top grade of secure is to be awarded.

- Below 40-50% a beginning grade is normally given
- 50 – 85% a developing grade is normally given
- Above 85%, a secure/mastery grade is given, if suitable mastery evidence is present.