

Dishforth Airfield Primary School 'Life After Levels' Assessment Summary



Principles that underpin assessment processes

- Effective feedback based on accurate assessment by all adults in conjunction with pupils is central to our learning principles. Clear pupil friendly systems ensure feedback is acted upon to improve learning.
- Formative and summative assessment is used to improve teaching and learning, curriculum provision and raise achievement.
- Assessment is based upon the work children produce over time in a range of contexts. Test scores are used as a small part of the process in forming teacher assessment judgement.
- Assessment judgements are carefully moderated with colleagues and other professionals from within and beyond the school (through the cluster, the North Star Teaching School Alliance and Local Authority networks).
- Assessment evaluates how well pupils are doing against year group expectations. This helps identify pupils who might be falling behind and ensures there is challenge for all groups of learners.
- School leaders, including governors are able to use assessment summaries as a tool to monitor progress and attainment to ensure the school is helping pupils achieve well.
- Parents are provided with a clear and accurate sense of their child's achievement and progress as well as areas where they can support their child's learning.
- The school can provide data for external teams to show how children are performing and progressing.

Academic Year Summary (refer also to the document 'Assessment Overview by Subject' – at the end of this document)

	Academic Year 2015 -2016			
	Autumn 1 (last week before half term)	Autumn 2 2015 (first week in December)	Spring 2016	Summer 2016
Reading Writing Maths	EY – Baseline on entry development matters. Early excellence baseline. Yr 1-6 - end of half term assessment using year group objectives*	EY – development matters end of term tracking. Yr 1 – 6 end of term assessment using steps and statements. Summative assessments for Y1-6 are used to support judgements.	EY – development matters end of term tracking. Yr 1 – 6 end of term assessment using steps and statements. Summative assessments for Y1-6 are used to support judgements.	EY – Early learning goals assessment: emerging, expected, exceeding. Yr 1 – 6 end of term assessment using steps and statements. Summative assessments for Rec-Y6 are used to support judgements. Yr2 – National assessments internally marked Yr6 – National assessments externally marked.
Science	Yr 1 – 6 end of unit assessment using objectives for the topic covered and an assessment against LA key stage objectives for working scientifically.	Yr 1 – 6 end of unit assessment using objectives for the topic covered and an assessment against LA key stage objectives for working scientifically.	Yr 1 – 6 end of unit assessment using objectives for the topic covered and an assessment against LA key stage objectives for working scientifically.	Yr 1 – 6 end of unit assessment using objectives for the topic covered and an assessment against LA key stage objectives for working scientifically.

The key focus of assessment at this point is to assess if the child is mainly working in the criteria for the band.

*Teachers are to use the spreadsheets showing the key objectives for each group in reading, writing and mathematics. They are to assign a number accordingly only to the objectives they have taught every half term:

1 emerging (children's learning is mainly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in

2 expected (children have a secure understanding of the objective)

3 exceeding (children are working beyond the objective)

Children have the full academic year in which to meet the year group expectations. It is expected that the spreadsheets will change each half term to reflect what has been taught and how secure the children are in their understanding of the key objectives. Detailed analysis will take place each half term to ensure that children are on track to meet their targets.

The table below shows the general time frame of movement between emerging, expected and exceeding for the majority of learners.

End of.....term	Step
Autumn	1 emerging
Spring	Moving from 1 emerging into 2 expected
Summer	Secure 2 expected and some children will be 3 exceeding in some objectives

The vast majority of children are working on their year group expectations. There are some children who have lower starting points and are working on objectives below their chronological age. This information is shared with parents and children are tracked on the relevant year group spreadsheet.

Foundation Subjects	Assessments made....
History Geography Art & Design PE RE Foreign Language Music Computing	All pupils – a judgement is made at the end of each term accordingly. Subject Leaders have created assessment tracking sheets which are to be used termly for the subjects which have been taught. These are being trialled to see which one best serves our need.

Making Assessment Judgements

Children can be considered to have achieved a statement when teachers can assess they have understood it within a taught and an applied context and they can signpost to evidence through range of sources pupils written work, teacher observations, annotated planning, photos etc.

Attainment

Attainment is measured by assessing the progress the children are making and have made with securing their understanding of year group expectations written in the form of statements.

Progress Measures for 2015 – 2016

Examples

John – Summer term of Yr 4 John was assessed as 4 expected, end of Yr 5 John is assessed as 5 expected he will have made expected progress.

Alice – Summer term of Yr4 Alice was assessed as below age related Year 3 emerging. Summer term of Year 5 Lucy is assessed as Year 3 expected – this would be typical progress. If Alice was at Year 4 emerging or more then this would be more than typical progress.

Under this new system and principles, data is less likely to show large numbers of pupils making more than expected progress as this will only really show where children at some point have been below age related and have 'caught up to become age related'.

Children who start any particular point age related in data terms will only show as making expected progress as the assessment system prioritises deepening their understanding rather than 'moving the on' to the next year group expectations.

Key point:

With the curriculum changes the expectation for each year group has increased. There is still likely to be an element of 'backfill' particularly in key stage 2. This does not reflect a lack of progress but rather a period of consolidation of new areas / topics / skills which had not been in the previous curriculum.