

# Dishforth Airfield Primary School 'Life After Levels' Assessment Summary 2022-23



## 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)

	<b>Academic Year 2022 -2023</b>			
	<b>Autumn 1</b> within two weeks – NEW CHN	<b>Autumn 2 2022</b> (first week in December)	<b>Spring 2023</b>	<b>Summer 2023</b>
<b>Reading</b>	EY – Baseline all Reception children – national baseline by end of September.  New FS1 and FS2 children baselined in first two weeks in all aspects of EYFS.  Yr 1-6 - new children to DAPS baselined within two weeks using summer papers  <b>RWI half termly</b>	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. PIRA PUMA Book bands RWI / SPAG  Teacher Assessment: Foundation subjects	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. PIRA PUMA Book bands RWI / SPAG  Teacher Assessment: Foundation subjects	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.  Y1 – Phonic Screen Check  Yr2 – National assessments internally marked  Year 4 – Multiplication Tables Check  Yr6 – National assessments externally marked.  PIRA PUMA Book bands RWI / SPAG Teacher Assessment: Foundation subjects
<b>Writing</b>				
<b>Maths</b>				

<b>Science</b>	Yr 1 – 6 end of unit assessment using objectives for the topic covered and an assessment against key stage objectives for working scientifically.	Yr 1 – 6 end of unit assessment using objectives for the topic covered and an assessment against key stage objectives for working scientifically.	Yr 1 – 6 end of unit assessment using objectives for the topic covered and an assessment against key stage objectives for working scientifically.	Yr 1 – 6 end of unit assessment using objectives for the topic covered and an assessment against key stage objectives for working scientifically.
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The key focus of assessment at this point is to assess if the child is mainly working in the criteria for the band.

\*Teachers 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 throughout the academic year. This terminology is on the class pink and grey sheets for reading, writing and maths to plot children's progress from their key stage result.**

End of.....term	Step (+ greater depth)
Autumn	(Yr group) beg or (Year group) beg +
Spring	(Yr group) dev or (Year group) dev +
Summer	(Yr group) sec or (Year group) sec +

**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 and also on the class pink and grey sheets.**

Foundation Subjects	Assessments made....
History Geography Art & Design Design Technology PE RE PSHE 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.

## **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 2022 – 2023**

### **Examples**

John – Summer term of Yr 4 John was assessed as 4 secure, end of Yr 5 John is assessed as 5 secure 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 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 points:**

As a school which has a highly mobile pupil population, a further challenge is that of cumulative dysfluency as many children have attended a number of schools and are subject to repeating topics, missing aspects of the curriculum and needing time to settle into a new school and build relationships. Therefore, within two weeks of a child starting at Dishforth Airfield, a baseline assessment is carried out in order to support the pupil and plan for progress.

# Dishforth Airfield Primary School

## Assessment Overview by Subject 2022-23



<b>Subject</b>	<b>TA or Test?</b>	<b>Scheme</b>	<b>Frequency</b>	<b>Tracking</b>	<b>Recorded/reported</b>
<b>Phonics</b>	Both	Read Write Inc  Year 1 Phonic Screening Test	Half-termly for children who are on Read Write Inc	On RWI grids	Head Teacher (also English subject leader)
<b>Writing</b>	TA	APP grids – LA moderation sheets	Termly – Autumn term half termly	DAPS tracking Spreadsheet workbook	Head Teacher (also English subject leader)
<b>Grammar and Punctuation</b>	Test	Rising Stars GPS	Termly Y2-6	Rising Stars Spreadsheet	Head Teacher (also English subject leader)
<b>Spelling</b>	Test	Rising Star Spelling HFW for year group	Termly (Y2-6) HFW Sept and Feb	Year group	Head Teacher (also English subject leader)
<b>Reading</b>	Test (Hodder) & TA (guided reading)	Hodder PiRA – test  APP – Guided read	Termly Summer EYFS-Y6	DAPS tracking Spreadsheet workbook	Head Teacher (also English subject leader)
<b>Maths</b>	Test  TA – Year group objectives	Hodder PUMA  Year group objectives	Test -Termly EYFS Summer Term-Y6 TA – ongoing	DAPS tracking Spreadsheet workbook	Head Teacher (also maths subject leader)
<b>Mental Maths</b>	TA	SMIRFs	Ongoing: weekly	SMIRFS spreadsheet filled in termly	Head Teacher (also maths subject leader)
<b>Science</b>	TA	Assessment of working scientifically	Half termly Y1 – 6 after the unit of science	DAPS assessment sheet	Science Leader

<b>RE</b> <b>PSHCE</b> <b>Computing</b> <b>History</b> <b>Geography</b> <b>Art and Design</b> <b>PE</b> <b>D &amp; T</b> <b>MFL</b> <b>Music</b>	TA	National Curriculum 2014 Statements – assessment tracking sheets made by subject leaders	Updated after each unit – kept in class assessment file	DAPS assessment sheets	Subject Leaders Head Teacher
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