**Assessment and Progress Tracking for the New Curriculum at Hanslope Primary School**

**Principles of assessment:**

At Hanslope Primary School, we believe that effective assessment must be fit for purpose; it is an integral part of teaching and learning, providing evidence to inform our teaching through formative and summative methods. It is a continuous process in which both teacher, pupil and the wider school community are active and effective participants. Assessment will be applied consistently across the school and will be both manageable and useful.

**Aims and objectives:**

* To enable our pupils to demonstrate what they know, understand and can apply in their work.
* To allow teachers to plan work that accurately reflects the needs of the child.
* To help our children understand what they need to do next to improve their work.
* To provide information for parents that enable them to support their child’s learning.
* To contribute towards accountability data.

**Assessment at Hanslope:**

Assessment at Hanslope follows the principle that information will only be accurate and valuable if it is a result of rich and immersive learning opportunities. It should not seek to label children’s achievements but instead to remove the ceiling on attainment and support children in making the next steps in their learning. Assessment takes into account children’s strengths as well as areas where they need support.

*Formative Assessment*:

The vast majority of our assessment is formative and on-going. The most common forms used are:

* Effective questioning in class
* Observation and instant intervention
* Marking- feedback and next steps (See Marking Policy)
* Recording of assessment against objectives taught within each curriculum area
* Scrutiny of books
* Pupil Progress Meetings

*Summative Assessment*:

This may take place at the end of a particular unit of work, or at the end of each term and informs the teacher of how well children have understood and retained their learning. It is also used to show progress over a period of time. The most common forms used are:

* End of unit assessments against specific objectives taught
* End of Year tests in reading, grammar and maths
* Unaided pieces of writing

At the end of each term the assessment data is analysed for each class / cohort and used to ensure all pupils are making the expected progress, identify target children and to select children for interventions. The whole school data is scrutinised by the Senior Leadership Team (SLT) and members of the governing body to ensure progress is being made and that it is consistent with the requirements of the School Development Plan.

**Management and evaluation of assessment:**

**EYFS:**

Each individual pupil has an EXCEL spreadsheet on which the Early Years Foundation Stage (EYFS) staff fill in termly each individual pupil’s development. This enables them to track individual pupil’s progress against the development matters age bands as to whether the pupil is just within, working within or secure in the age band. The system is designed to make formative judgements accessible and simple for the EYFS leader to use to enable focussed progress and attainment analysis. This data is then discussed with the Assessment Co-ordinator.

**Key Stage 1 (KS1) and Key Stage 2 (KS2):**

From year 2 upwards all children’s progress and attainment in reading, writing and maths will be measured and monitored using Target Tracker (see the separate document which explains how this system works). Once children in year 1 are beginning to work within the year 1 Target Tracker band this system will be used. Those year 1 children who are not yet attaining the band 1 statements will continue to have their progress measured and monitored using the EYFS statements.

**Standardisation and moderation:**

Internal moderation of children’s books is carried out regularly by year group teams as well as by the Senior Leadership Team (SLT). On occasion, external moderators from the Local Authority will meet with teachers either at the end of KS1 or 2 to confirm that their teacher assessment judgements are correct.

**National Curriculum Summative Assessments**

In addition to in school assessments, there are *National Curriculum* summative assessments which measure children’s abilities against national standards:

**EYFS:**

All children entering the Foundation year will undergo a baseline assessment within the first two weeks of them starting school. As the year progresses children are monitored on their development and progress in all areas of the EYFS curriculum. Assessing children’s progress in the Foundation Stage takes the form of observation; this involves the teacher and other adults as appropriate. These observations are recorded using ‘2build a profile’; an app on an iPad. Virtual post-it notes are written and tagged with the learning objective. These observations are then saved on a web management suite. This enables evidence to be gathered for each child’s EYFS profile. Observational assessment provides on-going information about children’s learning and development and is used to inform future planning. It is based around children in action, in their self-chosen play, as well as in planned activities. At the end of the Foundation year the children are assessed against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING.

**Year 1 Phonics Screening Check**

Each year in June all Year 1 pupils’ progress in phonics is assessed using materials provided by the Department for Education. The check consists of **40 words and non-words** that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but don’t mean anything – your child will need to read these with the correct sounds to show that they understand the phonics rules behind them.

The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters. The teacher administering the check with your child will give them a few practice words to read first – including some non-words – so they understand more about what they have to do. Each of the non-words is presented with a picture of a monster / alien, as if the word were their name (and so your child doesn't think the word is a mistake because it doesn't make sense!).

Any child who does not take the test in year 1 or who does not achieve the pass mark will retake the phonic screening check at the end of year 2.

**KS1 Assessments (End of Year 2):**

At the end of key stage 1 children are assessed in mathematics, reading and writing. Teachers must administer the English reading and mathematics tests to help make a secure judgement for their final teacher assessment (TA) at the end of KS1. The tests make up one piece of evidence for the overall TA judgment.

Scaled scores are used to report national curriculum test outcomes. Scaled scores help test results to be reported consistently from one year to the next. National curriculum tests are developed each year to the same specification. However, because the questions are different the difficulty of tests may vary slightly each year. Scaled scores maintain their meaning over time so that 2 pupils achieving the same scaled score in different years will have demonstrated a similar level of attainment. A pupil’s scaled score is based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answer correctly. The pupil’s raw score is translated into a scaled score using a conversion table. A scaled score of 100 will always represent the expected standard on a KS1 test.

**KS2 Assessment (End of Year 6):**

The KS2 tests consist of: • English grammar, punctuation and spelling Paper 1: questions • English grammar, punctuation and spelling Paper 2: spelling • English reading • mathematics Paper 1: arithmetic • mathematics Paper 2: reasoning • mathematics Paper 3: reasoning

In 2018, the KS2 statutory tests will be administered in the week commencing Monday May 14th.

For each test, a pupil will receive a raw score, a scaled score (see above for explanation) and a statement to say the child either has met the expected standard or has not met the expected standard.

**Teacher assessment at the end of KS2:**

In addition to the results of the statutory tests, each pupil will receive teacher assessment (TA) judgements in English reading, English writing, mathematics and science are reported at the end of KS2. TA is based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. It is carried out as part of teaching and learning.

For reading, maths and science, a child who has completed the KS2 programme of study may be assessed as either working at the expected standard or has not met the expected standard, depending on their depth of understanding of the KS2 programme of study.

For writing, a child may be assessed as either working towards the expected standard, working at the expected standard or working at a greater depth within the expected standard.

Where a child has not yet completed the programme of study for reading, writing and maths, they must be assessed as either having achieved the foundations of the expected standard, early development of the expected standard or growing development of the expected standard.

**Reporting:**

At Hanslope Primary School parents’ evenings are scheduled every term to enable teachers to discuss children’s progress and attainment and to provide guidance on the next steps that children need to take in order to progress further.

All parents receive a written report of their child’s progress and attainment in the summer term. Where children have undergone statutory assessments their results will also be shared with parents. These National Curriculum results will either be sent with the annual report or in the case of KS2 SATs results, as soon as the results have been received by the school.