

APPENDIX

The Seabridge approach to assessment

We use a wide range of information to inform the judgements we make about our pupils, including formative and summative assessments. These assessments inform our day to day planning and therefore the teaching and learning opportunities we provide. Periodically, these judgements are inputted into a secure internet-based tracking and analysis system called DCPro. We started using this system in September 18 to support the analysis of attainment and progress of individual pupils and groups of pupils, particularly those identified as being in a vulnerable grouping. This is not an assessment system – the formation of judgements and identification of next steps remains the responsibility of the class teacher. DCPro provides access to commercial assessment systems but also allows schools to develop their own approaches for assessment. We initially trialled the National Curriculum objectives for all subjects, but have since worked as a staff to redevelop this to fit more closely with a curriculum approach. Whilst English and maths stills follow the National Curriculum objectives, subject leaders (responsible for Science and the foundation subjects) have developed their own key objectives to assess against.

Data is analysed by the Assessment Leader (whole school, prior attainment, Pupil Premium, Ever 6 term of birth, EAL, Gifted and Able) and the SENCO (SEND pupils). Subject leaders for all National Curriculum subjects and Religious Education also analyse the data. All analysis is fed back to the SLT and Governing body. Our approach to assessment is reviewed annually, with refinements made accordingly.

Through our chosen approach, we formally judge a pupil's attainment as follows: All children, unless they are identified as having a Special Educational Need or are identified as gifted, begin the year working on their year group expectations. This means that they are developing their understanding of the year group relevant curriculum.

Year Group	School Approach
1	1WTS – pupils are working towards, but have not yet reached the identified standard for their year group. They are securing their knowledge, skills and understanding of the subject and year group relevant content.
	1EXS – pupil are working at the expected standard for their year group. It is an aim that the vast majority of children will have achieved the identified standard by the end of the year.
	1GDS - pupils are working at greater depth within the expected standard. These pupils are our able pupils.
2	2WTS – pupils are working towards, but have not yet reached the identified standard for their year group. They are securing their knowledge, skills and understanding of the subject and year group relevant content.
	2EXS – pupil are working at the expected standard for their year group. It is an aim that the vast majority of children will have achieved the identified standard by the end of the year.
	2GDS - pupils are working at greater depth within the expected standard. These pupils are our able pupils.

3	3WTS – pupils are working towards, but have not yet reached the identified standard for their year group. They are securing their knowledge, skills and understanding of the subject and year group relevant content.
	3EXS – pupil are working at the expected standard for their year group. It is an aim that the vast majority of children will have achieved the identified standard by the end of the year.
	3GDS - pupils are working at greater depth within the expected standard. These pupils are our able pupils.
4	4WTS – pupils are working towards, but have not yet reached the identified standard for their year group. They are securing their knowledge, skills and understanding of the subject and year group relevant content.
	4EXS – pupil are working at the expected standard for their year group. It is an aim that the vast majority of children will have achieved the identified standard by the end of the year.
	4GDS - pupils are working at greater depth within the expected standard. These pupils are our able pupils.
5	5WTS – pupils are working towards, but have not yet reached the identified standard for their year group. They are securing their knowledge, skills and understanding of the subject and year group relevant content.
	5EXS – pupil are working at the expected standard for their year group. It is an aim that the vast majority of children will have achieved the identified standard by the end of the year.
	5GDS - pupils are working at greater depth within the expected standard. These pupils are our able pupils.
6	6WTS – pupils are working towards, but have not yet reached the identified standard for their year group. They are securing their knowledge, skills and understanding of the subject and year group relevant content.
	6EXS – pupil are working at the expected standard for their year group. It is an aim that the vast majority of children will have achieved the identified standard by the end of the year.
	6GDS - pupils are working at greater depth within the expected standard. These pupils are our able pupils.

For SEN and gifted pupils, the starting point would be a different point to the one linked to their own year group, eg a Y4 SEN child may be working at 3WTS - working towards the expected standard for Year 3. For a SEN child working below Y1, the grading Pre Key Stage will be used.