



Delivering Effective Learning:

A Rationale For Assessment At King Athelstan

Vision

We believe in the relentless pursuit of excellence to achieve high standards.

We are driven to inspire our school community to be aspirational, ambitious and to "dream big."

We empower children with choices which prepare them for a life of opportunity.

We teach children that hard work delivers success; we encourage children to take risks and ask brilliant questions in order to inspire a love and passion for learning.

We teach children to think.

We put children's happiness and welfare at the heart of everything we do.

We value friendship, kindness and respect.

We celebrate the excellence in each individual.

We expect families to work with us to form a strong team around every child.

We teach children to be good citizens.

We are proud of our school:

Come as you are and leave us great.

Our aim is to provide outstanding learning for all children. Our principle of assessment is to ensure that provision meets the needs of every child.

Our approach to formative assessment is to:

- Clarify, share and understand learning intentions and criteria for success;
- Facilitate effective classroom discussions, activities and learning tasks that elicit evidence of learning;
- Provide feedback that moves learning forward with an open classroom culture;
- Create a community of reflective learners who are able to self and peer assess

Our approach to summative assessment is to:

- Inform our judgements of attainment for individual pupils, groups, classes or cohorts
- Allow reflection on the process of learning and provide an opportunity to maximise the effectiveness of learning and teaching



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Quality of Learning and Teaching

At King Athelstan 'Inspiring Excellence' is at the heart of everything we do. We strive to instil a love of learning in every child, and a desire to achieve their potential at our school and in future life. Pupils are active and increasingly empowered partners in their learning journey. Staff are activators of learning and promote a "Growth Mindset". Rich engaging learning experiences challenge all learners and relevant contexts make learning meaningful for them. Fluency of key knowledge, understanding and skills is balanced with opportunities to deepen and enrich their learning.

Assessment for Learning (AFL)

We use Assessment for Learning to ensure that learning objectives, success criteria, children's individual targets for English and Maths and activities are tailored to suitably challenge each individual, group and class. Children and adults are jointly involved in this process. Assessment takes place before, during and after lessons to inform planning. In-class assessment is used on a continuous basis to move learning on. Specific, precise verbal feedback drives this process. We understand the importance of using a variety of forms of assessment and ensure that every child knows the next steps necessary to extend or consolidate their learning. We choose the most relevant forms for each learning opportunity. In English and Maths a success criteria is used to facilitate AFL, encourage self-assessment, review success and identify areas for development.

An important aspect of Assessment for Learning is marking. Children's work is marked on a daily basis, either with the child or following completion of the piece of work. Children refer to their marking before beginning the next piece of work in the same subject. The marking will identify 2 or 3 areas of achievement (usually via the learning objective and/or success criteria) and a next step to move learning on. In Mathematics this may take the form of an extension calculation or reasoning challenge. In English this may take the form of re-working a sentence, correcting spellings and grammar, or responding to a question that extends learning. When marking writing, there needs to be clear focus on in-text marking of grammar.

Learners are given time to respond and show the impact of their ongoing dialogue with their teachers.



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Assessment Systems and Procedures

At King Athelstan we see assessment as an ongoing tool to promote learning. Formative assessment AFL is at the heart of what we do and informs Summative assessment. Assessment is fundamental to enabling outstanding learning.

1. Target Tracker

King Athelstan Primary School uses Target Tracker to record judgements about children's attainment and progress from Nursery to Year 6. This consists of assessing children against "Statements" from the National Curriculum within a year group Band. Depending on the Statements they have achieved, the children are placed on a "Step" within a Band e.g. a child in Year 2, who is working within the expected range for a Year 2 child, will be placed on one of the following Steps within Band 2:

- B (Beginning) - the pupil is accessing their age related curriculum during Autumn 1
- B+ (Beginning Plus) - the pupil continues to access their age related curriculum at Autumn 2
- W (Working Within) - the pupil continues to access their age related curriculum at Spring 1
- W+ (Working Within Plus) - the pupil continues to access their age related curriculum at Spring 2
- S (Secure/Age Related Expectation) - the pupil is secure at age related expectations in most of the skills and all of the KPIs (Key Performance Indicators).
- S+ (Secure Plus) - the pupil is/has secured the vast majority of the skills, achieving the 'gold' standard. All pupils are expected to be exploring greater depth for various skills as they progress through their age related curriculum

Progress

A child achieving age related expectations at year end is "Secure" in their year group Band. A child making expected progress over a year moves 6 Steps to "Secure" in the next year group Band e.g. Secure in Band 2 (Year 2) to Secure in Band 3 (Year 3). If a pupil is secure in their current age-related Band they automatically progress to the next band (when they move to their new year group Secure+ can be bypassed e.g. 2s to 3b). Greater Depth in learning is provided within each step for those pupils that require more challenge (planning facilitates greater depth throughout the year for those pupils needing greater depth provision). S+ is only used when a child is working at a More Able level in their age related band (eg. a Year 3 child cannot move from band 2s to 2s+ in year 3).

Similarly, a lower ability child may move from Working Within Band 2 to Working Within Band 3 over a year, with the aspiration always to accelerate progress and reach "Secure"



Delivering Effective Learning:

A Rationale For Assessment At King Athelstan

in the appropriate Band. Some children are targeted to make accelerated progress of steps per year.

Each Step within the Band system has a numerical value. This allows the school to export data into a bespoke Excel package that shows the progress of groups, cohorts and Key Stages.

The skills gap between higher achieving pupils and lower achieving pupils will close year on year as a result of differentiating via *Greater Depth* rather than moving on to the next set of skills.

2. More Able and SEN.

During the academic year, we expect the majority of children to be progressing through their year group Band. However, there will be a few children who will be working significantly above or below the age related expectations and this will be reflected in their statements and data e.g. a higher ability child in Year 4 may have achieved all of the skills at end of year or be assessed as a *Secure Plus* in Band 4 if they have shown considerable application throughout the year in regards to *Greater Depth* (the *Gold Standard*). In exceptional circumstances, a child may move through Band 4 into the next Band and access the Year 5 curriculum and be assessed in Band 5. This decision will be made in discussion with the SLT. Similarly, a lower ability child in Year 4 may access the Year 3 curriculum and be assessed in Band 3. The term 'Mastery' is not currently being used by the school but will be considered in future in the light of developments regarding new *Mastery* guidance.

3. EYFS

Children in the Foundation Stage are assessed throughout the year using the Foundation Stage Profile for children in Reception and Nursery. They are then placed in Steps within each Band using *Target Tracker*. Pupils work towards their *Early Learning Goals* and are then assessed at the end of the academic year against the *National Expected standards*. There are 4 data capture points throughout the year (October, January, March and June) and the expected progress for an academic year is 6 points for Reception (incorporating reaching the *ELG*) - in line with *Key Stage 1* and 2. The expectation for most children in Nursery is 6 steps, however, some may make 5 steps from 30-50 months 'B' at baseline to 30-50 months 'S' at year end.

4. Assessment Methods

Teacher assessments are based on evidence in books as well as teacher's day to day practice working alongside pupils, allowing teachers to highlight *Statements* as appropriate. *Assessment for Learning (AFL)* and, increasingly, children's own peer assessment in lessons, plus the children's focus on their individual targets in both English and Maths, all provide additional evidence for *Statements*. Teachers make a 'best fit'



Delivering Effective Learning:

A Rationale For Assessment At King Athelstan

Step assessment at the data capture points. Tests in Reading and Maths are administered in Years 3, 4, and 5 in Spring 1 and Summer 1 to support teacher assessment.

Periodic testing of children in Years 2 and 6 is carried out to assess their progress, identify gaps and prepare them for formal testing in May each year. These also inform teacher assessments input on Target Tracker.

Teachers in all year groups use Target Tracker to identify gaps in both curriculum coverage and attainment for both individuals and groups.

5. Phonic Screening

Periodic testing of children's phonic awareness and skills in Year 1, with children in Year 2 who failed phonic screening in the previous year, is carried out to assess their progress, identify gaps and prepare them for formal testing in June each year. These also inform teacher assessments inputted on Target Tracker (as well as any necessary interventions). There are 4 phonics screening tests in addition to the 5th substantive one (scheduled for early Autumn, late Autumn, Spring and early Summer). Furthermore, children are tested at the end of Reception to inform effective and informed transition into Year 1.

6. Moderation

The school carries out internal moderation to produce agreed "Step" standards within each Band. Moderation across the school is carried out in Reception, Years 2 and 6. In addition, moderation for Years 2 and 6 is also led by the Local Authority, with other schools, to benchmark levels. Moderation sessions are also arranged with other local schools to support teacher judgements (including moderation for Reception and Nursery).

7. Assessment Phases

The base-line for 2016-17 is Summer 2 2016 (the baseline for EYFS takes place in October or, where the child has started late, 6 weeks after the start date). Data captures then run half-termly in Autumn 1 and 2, Spring 1 and 2, Summer 1 and 2 (see EYFS section for EYFS variation). As a result, end of year progress expectations are 6 Steps from the base-line (or proportionally for those children arriving in-year - 1 step per half term). Testing in Reading and Maths takes place in Spring 1 and Summer 1 for Years 3, 4 and 5 (giving teachers age-related scores to inform teacher assessment).

8. Attainment and Progress

Children's attainment and progress is formally measured, following each official input of Target Tracker data. Data is published for Reading, Writing and Maths for individual classes; year groups; gender; SEN; Pupil Premium (PP); EAL; birth dates; and 'Homegrown'. This data informs our judgements on where additional support is needed. At year end,



Delivering Effective Learning:

A Rationale For Assessment At King Athelstan

and earlier for Year 2 and 6, Speaking and Listening and Science are assessed, Other subjects (eg. History, D/T, RE) are assessed against the national curriculum and age related subject skills progression. At end of year, pupils are assessed as either Working Towards, Working At or Working Above the expected standard for their year group for all foundation subjects.