**How do we assess at Arley Primary School?**

**Assessment and Progress Tracking in the New Curriculum**

In April 2014 the Department for Education released 'Assessment Principles', a document outlining the core values all effective assessment systems should implement as part of the changes introduced with the 2014 National Curriculum. As the ‘*Government will not impose a single system for ongoing assessment’,* it is up to schools to implement a system that can: *‘Give reliable information to parents about how their child, and their child’s school, is performing, help drive improvement for pupils and teachers and make sure the school is keeping up with external best practice and innovation.’*

**Our Philosophy of Assessment**

Assessment should have a purpose at every level for everyone involved:

Pupils are given appropriate feedback on their learning from the formative assessments carried out by class teachers.

Class teachers use formative assessment to support planning and implementation of a curriculum designed to meet the needs of learners.

Teachers and school leaders use assessment to help ensure that the pupils who need specified intervention are quickly identified, appropriately supported and monitored so that all can fully achieve their potential and no one is left to struggle behind.

School Leaders use summative assessment as a tool for monitoring the progress and attainment pupils make, to ensure the school is helping pupils achieve their potential.

Parents should get a clear and accurate sense of their child’s achievement and progress as well as areas where they can support development.

Governors use data to ensure the school is supporting pupils learning effectively.

Schools provide data for inspection teams to show how children are performing.

**Our Assessment System**

At Arley Primary, we use the Target Tracker Software, to track pupils’ progress and attainment.

All year groups are assessed against the New Curriculum. This will also mean we will not level pupils anymore but work towards a system where pupils will be judged against statements as to whether they are working at the beginning, within or securely in a band that is related to their age expectations.

**Tracking Attainment with Statements**

The new [National Curriculum](https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum) has set out clear expectations for what children should achieve by the end of each key stage and, for English, Maths and Science, has provided guidance as to when in each phase this content should be covered. The programme of study expected end of year outcomes have been adapted to help support practitioners in making their step judgements over each academic year. These formative statements may be shared with pupils to help define and guide next steps in learning.

**Tracking Attainment and Progress with Steps**

To track pupil attainment, Target Tracker uses a system of steps.

Each year band has been broken down into six steps: beginning (b) beginning + (b+) working within (w) working within + (w+) secure (s)secure + (s+)

The three broader sections may be thought of in these terms-

Beginning – Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in

Working Within – Pupil learning is fully focussed on the criteria for the band. Up to 70% of the statements are confidently achieved

Secure – Confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met

At half termly intervals, we will select a step to show where each pupil is working. Lower and high achieving pupils may be working at a band outside of their current year, and can be recorded as such.

We assess steps in the core subjects of English, Maths and Science.

We monitor pupil attainment in the context of age related expectation and progress over time to help children reach the new secondary ready standard.

For children to be working at age related expectation, they would need to reach the secure (s) step at the end of the appropriate year. Secure + effectively represents the consolidation of the band and, while pupils will still need to pass through it in the following year, it allows settings to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging grasp of the content and concepts. Secure + demonstrates the foundation from which a pupil may proceed onto the criteria in the following band.

To meet age related expectations, children should reach the secure (s) step by the end of the appropriate year.

**Pupils working below band 1 and pupils with SEN**

Year 1 pupils who are working below the beginning of the Year 1 band could still be assessed in the EYFS 40-60 w, 40-60 w+, 40-60 s or 40-60 s+ month band steps. For pupils with SEN, they will be assessed using P-Scales so progression through into the Year band 1 can be tracked.

**Reporting to parents/carers**

Our assessment system makes it easy for us to clearly communicate pupil attainment and progress. By using our step assessments, we can clearly help you to understand whether your child is working at the appropriate point for their age, and by using the highlighted statements we can provide guidance on what children need to do to be even better.

Each term, we invite parents to a consultation evening, where we will discuss your child’s progress at Arley Primary School. The first one is to ensure that your child has settled in well to their new year group. The second one will be a discussion around where your child is working in relation to the National Standards.

We have an “open door” policy which enables us to have an open dialogue with parents and carers should we need to. Likewise, parents and carers are welcomed into school, should they wish to discuss any concerns they have.

At the end of the year, we send home a report which outlines the skills your child can do by the end of the year in each of the Core and Foundation subjects. We also indication whether you child is using the skills they are expected to use for their age in Maths, English and Science. Or whether they are below or exceeding age related expectations. We can the set targets that help you support your child at home.

*Mrs S. Riley*

*Lead for Assessment*

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