



Assessment and Progress Tracking at Meadows First School

From September 2014 (and from Sept 2015 for Y2) the system of assessing children, using levels and sublevels, has been dis-applied. Individual schools must now 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' (DFE "Assessment Principles," April 2014).

This document aims to summarise the assessment procedures that are currently being used here at Meadows First School.

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which objectives may be set and children's progress expressed and monitored. This is done in partnership with the children.

Assessment is incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Our Assessment Aims:

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

- Every child can achieve: teachers at Meadows have the mindset, 'What do I need to do next to enable a child in my class to achieve?'
- Pupils will be given appropriate feedback on their learning from the formative assessments carried out by class teachers.
- Class teachers will be able to use formative assessment to support planning and implementation of a curriculum designed to meet the needs of learners.
- Teachers and school leaders will use assessment to help ensure that the pupils who need specific interventions are quickly identified, appropriately supported and monitored. As a result, all children can achieve their full potential and we can maximise the level of progress that they make.
- School Leaders will use summative assessment as a tool for monitoring the progress and attainment of pupils. This enables leaders to identify patterns or gaps in the progress of groups or individuals and then use appropriate interventions to close these gaps.
- Parents will get a clear and accurate sense of their child's achievement and progress as well as an understanding of where they can support development and the next steps for their children.
- Governors will use data to ensure that the school is supporting pupils' learning effectively.
- Schools can provide data to external bodies such as the LA or inspection teams to show how children are performing.

The new **National 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 Key Stage, the skills, knowledge and understanding should be covered. This is a 'mastery' curriculum where all children are expected to have 'mastered' the elements within their year. The DFE has dis-applied all previous tracking through levels. Schools can now use and develop their own means for tracking assessment. At Meadows First School, we have developed a tracking and assessment scheme to monitor pupils' progress from Nursery to Year 4, which complies with the age related expectations for each year group matched to the new curriculum. Within our tracking scheme, the expected end of year outcomes from each National Curriculum programme of study have been adapted to help staff to make their judgements throughout each academic year. These formative statements will be shared with pupils and parents to help define and guide "next steps" in learning.

Our assessment scheme follows on from the assessment system we have introduced in EYFS, where children are tracked using statements ranging from birth up to 40-60 months and then into the Early Learning Goals (ELG).

Year groups (1-4) have been broken down into 4 steps:

emerging (**e**), developing (**d**), secure (**s**) and secure + (**S+**, or '**M**' which means Greater Depth)

and are recorded as '1e' (year 1 emerging) or '3d' (year 3 developing).

Emerging - Pupil learning is working on the criteria for the year group. There may be minimal elements of the previous year group, in which the child still needs to gain complete confidence.

Developing – Pupil learning is developing an understanding of the criteria for the year group.

Secure – Confidence in all of the KPIs (Key Performance Indicators) and most of the end of year criteria for the year group. There may be some minimal elements that the child is developing confidence, but the broad expectations for the year group have been met.

Secure + - the child is fully confident, or has 'greater depth' in all of the criteria for the year group. The child can apply this knowledge to new areas of learning.

We have also introduced **SIMS APP** where teachers can keep track of children's progress against the Learning Objectives for their year group. This helps with immediate planning for next steps and support where needed to ensure all children are on their way to reach secure by the end of the year. At appropriate termly or half termly intervals, staff select a step to show where each pupil is working. They also make a judgement and record this as 'summative assessment'.

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. The DFE recommends that children stay within the expectations for their year group and **do not** venture beyond this. 'Greater Depth' (or secure +) gives children the opportunity to apply their understanding in a range of challenging real life contexts, and to demonstrate their mastery of a particular skill at a deep and thorough level before moving on to the next year group's set of expectations. However, it must be noted that children who are not working within their age expected range may be tracked in other year groups if this is more appropriate to their stage of learning and this will help them develop the skills and understanding needed at this stage in their education. Interventions and extra support may be identified for these children. Children identified with SEN may be assessed using steps from other year groups as mentioned above. They also have their own personalised tracking system which is appropriate and linked to their level of need.

Foundation Stage

All children are assessed on entry, using EEXBA and teacher assessments, as well as 'Language Link' to assess Communication and Language skills. These results are used to inform planning, set targets and aid early identification of need. Ongoing assessment ensures the next steps in learning are appropriately planned to help children make progress.

EYFS Assessment is a continual cycle and integral in weekly planning. It can take the form of:

- Children's work (in their Learning Journey Folders)
- Observations by **all** staff (online learning journeys use 'Tapestry')
- Photographs and videos showing children demonstrating understanding of new learning and experiences
- Early Learning Goals (and the EYFS Profile)
- Parental input (sometimes as informal discussions)
- Objectives taken from EYFS curriculum guidance
- End of year reports

At the end of Nursery, profile information is passed onto the next teacher as well as having in depth discussions. This information forms part of an 'entry' assessment into Reception.

At the end of Reception, the EYFS Profile is submitted to County. Children are assessed as:

1 (emerging) – the child is still working within the lower age bands (and maybe from 0 up to 40-60 secure)

2 (expected) – the child has achieved the Early Learning Goal for this Area of Learning

3 (exceeding) – the child is working above expected in this Area of Learning

The assessment at the end of Reception is used to discuss children with Year 1 teachers. It may be necessary for some children to be continued to be tracked using the EYFS development bands in Year 1.

End of KS1

In Year 2, teachers track and assess children against the criteria for Year 2. They use our own school tracking and assessment system (2e, d, s and s+ or m). However, at the end of the year children complete 'SATs' and are given the grades;

WTS (working towards expected standard), **EXS** (working at expected standard), or **GDS** (working at greater depth)

Progress

To meet age related expectations, children should reach the **secure** (s) step by the end of the appropriate year. To move from secure (s) in one year band to secure (s) in the next, is **4 steps** over 3 terms. This is **good progress**. Some children who are not quite at the expected level at the end of a year may make more steps progress to reach secure. This is **accelerated progress**, or better than expected progress. It is important to note that **not all children can make** more than 4 steps progress due to their starting points. We foster a 'mastery' approach with the aim for all children to reach at least age related expectations at the end of the year.

Review Days

Each half term the school operates a 'review day' to enable teachers and pupils time to get together and discuss next steps/ areas for development based on the criteria of the National Curriculum. Class teachers are responsible for monitoring of children's progress in Reading, Writing and Maths and the children have meetings with the teacher in order to ensure their continued progress. High expectations and the Learning Objectives are discussed with the child. Parents also informally meet with the teachers as well as having the opportunity to attend parent evenings every term.

See further guides on the [National Curriculum](#) and [end of year expectations](#) on our website – under 'Curriculum' in the margin down the left hand side.