



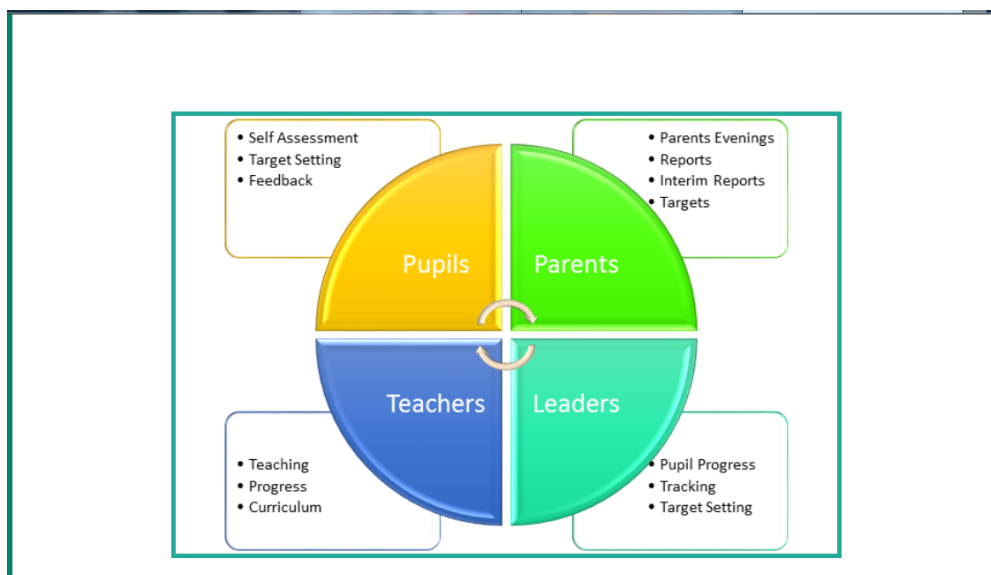
Assessment without Levels - Age Related Bands

Assessment lies at the heart of the process of promoting children's learning. It has a clear purpose at Great Easton Church of England Primary School for everyone involved with the children. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. At Great Easton this is done in partnership with the children using their individual targets.

Our Philosophy

Assessment is incorporated systematically into teaching strategies in order to diagnose any problems, chart progress and plan the next steps for learning. It assists the school in strengthening learning across the curriculum and ensures that the curriculum is relevant to the developmental stage of each child. Our assessment procedures are free from bias, stereotyping and generalisation in line with the Equality Act 2010 and our school's Equality Policy. This leaflet indicates the position of the school at present to assist parents in supporting their children's education.

POSITIVE MANAGEABLE USEFUL USED CONSISTENT



Our Assessment System

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.'*

At Great Easton C of E Primary we have developed a carefully planned changeover programme that will ensure that the children continue to be accurately assessed and lines of development planned to meet their needs, raise aspirations and secure potential. New systems take time to implement and become

embedded practice, however, we believe that the changes are positive ones and will help pupils, parents and teachers fully understand progress made and attainment throughout the Primary school years.

Benefits	Negatives
Age related assessment Clarity of expectations Direct correlation to Curriculum 2014 Consistency Increased parental understanding □ Opportunity to measure in-year progress for all pupils Improved understanding of attainment by receiving schools via transition Pupil targets directly match Curriculum 2014	Time needed to implement a new system Time for Teachers to develop shared understanding of Age Related expectations for each of the year groups in school. Consistency of assessments Time to develop a clear programme of moderation Time for leaders in school to ensure appropriate levels of support

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 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.

At Great Easton C of E Primary aspire for our pupils to reach a secure level by the end of each academic year.

Year 1 Autumn 1 assessment	End of Year 1 target	End of Year 2 target	End of Year 3 target	End of Year 4 target	End of Year 5 target	End of Year 6 target
40-60s+	Band 1s secure	Band 2s secure	Band 3s secure	Band 4s secure	Band 5s secure	Band 6s secure

Year bands have been broken down into six steps to enable parents and children to see their progress throughout the year.

Working below end of year expectations		Working at end of year expectations			Working above end of year expectations	
Beginning	Beginning +	Working Within	Working Within +	Secure	Secure +	For a child to be assessed in the next band they MUST at least be being taught the objectives from the next year group.
b	b+	w	w+	s	s+	
Pupil learning is chiefly focussed on the criteria for the band but with significant support from the Teachers or TA's. There may be minimal elements of the previous band still to gain complete confidence in.		Pupil learning is fully focussed on the criteria for the band. Children may require support or more repetition of objectives to secure their understanding.		Confidence in all of the criteria for the band.	Pupils demonstrate mastery of skills	

At appropriate termly or half termly intervals, teachers select a step to show where each pupil is working.

Assessment Ladder

<p>Children generally start from the bottom of the assessment ladder when they begin in Year 1.</p> <p>From this point forward they are continually working to climb the ladder until they leave in Year 6.</p> <p>Progress is measured from each child's starting point throughout each year.</p>	Year 6	Summer	Band 6 secure
		Spring	Band 6 within
		Autumn	Band 6 below
	Year 5	Summer	Band 5 secure
		Spring	Band 5 within
		Autumn	Band 5 below
	Year 4	Summer	Band 4 secure
		Spring	Band 4 within
		Autumn	Band 4 below
	Year 3	Summer	Band 3 secure
		Spring	Band 3 within
		Autumn	Band 3 below
	Year 2	Summer	Band 2 secure
		Spring	Band 2 within
		Autumn	Band 2 below
	Year 1	Summer	Band 1 secure
		Spring	Band 1 within
		Autumn	Band 1 below

Reporting to parents

National Curriculum end of year expectations

At the end of each year parents will receive a written report which will highlight the level of attainment against the expectations for the year group. It will indicate whether the child is working below, meeting or exceeding the expectations for that year group.

Year Group	Below national expectations	Meeting national expectations	Exceeding national expectations
1	Band 1b/Band 1b+ /Band 1w	Band 1w+ /Band 1s	Band 1s+ / Next Band
2	Band 2b/Band 2b+ /Band 2w	Band 2w+ /Band 2s	Band 2s+ / Next Band
3	Band 3b/Band 3b+ /Band 3w	Band 3w+ /Band 3s	Band 3s+ / Next Band
4	Band 4b/Band 4b+ /Band 4w	Band 4w+ /Band 4s	Band 4s+ / Next Band
5	Band 5b/Band 5b+ /Band 5w	Band 5w+ /Band 5s	Band 5s+ / Next Band
6	Band 6b/Band 6b+ /Band 6w	Band 6w+ /Band 6s	Band 6s+ / Next Band

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 where appropriate. For pupils with SEN, assessments can be made using Bands from other year groups as their teaching and learning objectives may be taken from this element of the National Curriculum, P-Scales or PIVATs. Class teachers and the Special Educational Needs Co-ordinator will liaise with parents directly where this is relevant.

Standardisation/Moderation

Moderation is an essential part of the assessment system. Teachers are involved in moderation to ensure agreement of the criteria, standards and consistency.

This is done with:

- Team planning partners
- Colleagues
- Mentors
- Members of SLT
- Common marking policy
- Work Scrutiny
- Other schools
- LA (Local Authority)
- Exemplification materials

Monitoring and Evaluation

Below is a table highlighting the strategies that teachers may use to support them in making an accurate assessment for all pupils.

Year Group	Autumn Term	Spring Term	Summer Term
Reception	Early Excellence EYFS Baseline Alignment with Development Matters Raise early concerns Pupil Progress Analysis by meetings with SLT	Ongoing assessment against Development Matters Pupil Progress Analysis by meetings with SLT	Pupil Progress Meetings with SLT Assessment on Exit (GLD) Local Authority Moderation on 4 year cycle FS Statutory Assessment PIRA Diagnostic Reading Test
Year 1	Moderation within Key Stage Pupil Progress Meetings with SLT Big Write task Confirm Annual Targets Update SEN lists Rising Stars Diagnostic Reading Tests Rising Stars spelling	Moderation within Key Stage Pupil Progress Meetings with SLT Teacher Assessment - Bands Big Write task Update SEN lists Rising Stars Diagnostic Reading Tests Rising Stars spelling	Moderation within Key Stage Pupil Progress Meetings with SLT Rising Stars Diagnostic Reading Tests Single Word Spelling Test Big Write task Year 1 Phonics Screening Rising Stars Diagnostic Reading Tests Rising Stars spelling
Year 2	Teacher Assessment - Bands Moderation within Key Stage Big Write task Confirm Annual Targets Update SEN lists Pupil Progress Meetings with SLT Rising Stars Diagnostic Reading Tests and PIRA Reading Assessments	Pupil Progress Meetings with SLT Teacher Assessment - Bands Moderation within Key Stage Big Write task Update SEN lists Rising Stars Diagnostic Reading Tests and PIRA Reading Assessments Rising Stars spelling	Key Stage 1 SATs Big Write task Pupil Progress Meetings with SLT Rising Stars Diagnostic Reading Tests and PIRA Reading Assessments Rising Stars spelling Local Authority Moderation on 4year cycle

Year 3/4/5	Teacher Assessment - Bands Moderation within Key Stage Rising Stars Diagnostic Reading Tests and PIRA Reading Assessments Rising Stars spelling Big Write task NFER maths Confirm Annual Targets Update SEN lists Pupil Progress Meetings with SLT	Pupil Progress Meetings with SLT Teacher Assessment - Bands Moderation within Key Stage Big Write task NFER maths Update SEN lists Rising Stars Diagnostic Reading Tests and PIRA Reading Assessments Rising Stars spelling	Big Write task Standardised Tests Pupil Progress Meetings with SLT Teacher Assessment - bands Moderation within Key Stage Rising Stars Maths, Reading and GPS tests and PIRA Reading Assessments Rising Stars spelling
Year 6	Pupil Progress Meetings with SLT Teacher Assessment-Bands Big Write task Confirm Annual Targets Update SEN lists PIRA Reading Assessments Moderation within Key Stage Practise end of year SATS tests	Mock SATs Teacher Assessment - Bands and Year 6 Outcomes Moderation within Key Stage Big Write task Update SEN lists Pupil Progress Meetings with SLT Reading Tests and PIRA Reading Assessments Rising Stars spelling	Key Stage 2 SATs Moderation within Key Stage Local Authority Moderation on a 4 year cycle Pupil Progress Meetings with SLT

Progress throughout the year

It is anticipated that the children will make a step progress each half term. An example of a normal progression is shown in the diagram.

May	October	December	February	March	May
4s	5b	5b+	5w	5w+	5s