



Assessment Policy - Summative

WHY?

Assessing children's learning is a strategy for making judgements in line with national attainment standards (ARE) and measuring progress.

WHAT?

Attainment

Standards are assessed using the language of learning and descriptors below:

Language of learning		Descriptor
Target Tracker	Paganel definition	
Significantly above	Greater Depth	Children who are 'greater depth'. Children have mastered what has been taught so far from the age-related curriculum, they can demonstrate this through application of skills in different contexts, reasoning orally and/or written to adults and other learners, teaching other pupils.
Above	ARE +	Children are secure at the age related expectation and understand what has been taught at age-related and can apply these skills. They are beginning to demonstrate this through application of skills.
At	ARE	Children are secure at the age related expectation and understand what has been taught at age-related and can apply these skills.
Risk	ARE -	Children have achieved the expected outcomes from the age-related curriculum but with support and greater independence needs developing.
Below	Below ARE	Children who are not working at age-related expectations.

Progress

In order to demonstrate progress we record assessments using the online system Target Tracker, judging children to be beginning, working at and secure in meeting age related expectations. Target Tracker uses a six point system to judge progress.

Strong progress across a year for EYFS – Year 6 is **6 steps**. Measured from Summer 2 until Summer 2.

Accelerated progress across a year for EYFS - 6 is **8 steps**. Measured from Summer 2 until Summer 2.

Accelerated progress

For some children accelerated progress is required to close any gaps in learning e.g between PAG (prior attainment group) and current data. These children are identified during the annual target setting process.

The below is used to establish if current pupils are making strong or accelerated progress, when data is analysed termly after every data entry point.

	Expected (6)	Accelerated (8+)
Secure Strong	80% +	20% +
Close to Strong	75%	15%
Below	>75%	>15%

SEN progress – for those not accessing the curriculum statements, their progress is measured on the SEN continuums. Strong progress across a year is 3 continuum statements.

HOW?

Attainment

- Throughout a half term block, evidence is collected of children's **independent application** in their books (as per the marking policy codes), as well as through daily AfL, adult's knowledge of the children and through tests. Planning considers national age-related expectations from the curriculum statements on Target Tracker.
- At the end of every term (Autumn 2, Spring 2, Summer 2), attainment data is submitted. This is following assessment week, using PIRA and PUMA tests.
- Reading, Writing and Maths can be assessed against the curriculum statements on Target Tracker from Years 1-6.
- All EYFS areas can be assessed against the development matter statements on Target Tracker. All children in Nursery and Reception are baselined after 4 weeks in school, this data is entered on Target Tracker under summer 2 of the previous year.
- Children who are unable to access the curriculum statements are assessed using SEN Continuums.
- Children new to school (at any point of the year), need baseline attainment data entering after at least 2 weeks in school.

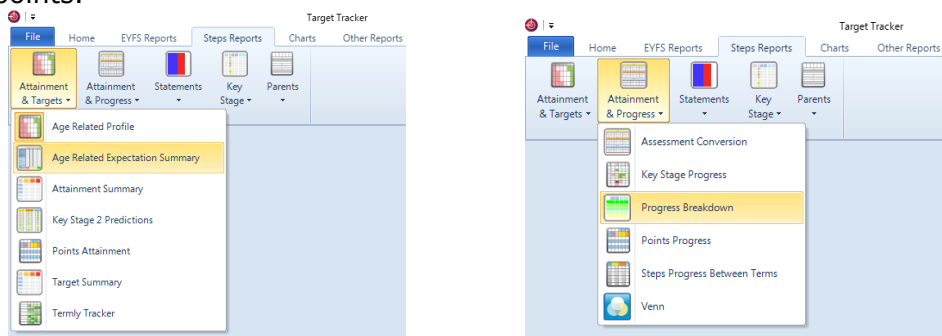
Progress

- Teachers use their professional judgement every term, to decide how much progress children have made, as set out below:

Definition	Steps Progress
If the child has learnt what has been taught... <i>This is expected for most children.</i>	...move 2 step to show expected progress.
If the child has learnt more than expected through quality first teaching (e.g. independent classroom learning, interventions, homework etc)... <i>Some children will make accelerated progress.</i>	...move more than 2 step to show accelerated progress.
If the child has not learnt what has been taught... <i>This could be due to a variety of circumstances, which would be discussed at pupil progress and teachers sign posted appropriately.</i>	...move 1 step or do not move them a step.

Target Tracker

Teachers have access to a wide range of data reports through Target Tracker under the 'Steps Report' tab. In 'Attainment and Targets', the 'Age related expectation summary' breaks the class down into each group (Below, Risk, At, Above, Significantly Above) based on the standards they have reached that term. In 'Attainment and Progress', the 'Progress breakdown' report shows the progress across different data entry points.



Moderation

Both internal and external moderation takes place throughout the year to ensure judgements are accurate against National Standards. This gives subject leaders the opportunity to check reliability and cross-reference data with evidence in books/observations/discussions.

Pupil Progress meetings

Pupil progress meetings take place every half term;

Termly with SLT – Autumn 2, Spring 2, Summer 2 – data is submitted and analysed. Attainment/Progress for all groups of children (PP, SEN, EAL, gender, attendance) are discussed with each class teacher and as a result, an action plan is agreed.

Attainment data is compared to annual targets that have been set and PAG data.

Progress data is compared measured against our strong progress targets (see table above).

Half termly with SMT – Autumn 1, Spring 1, Summer 1 – teachers review, measure impact and plan next steps for the pupils identified on the RIP pupil progress action plan (Raising Improvement Plan) from the previous half term.

The Head teacher meets with Year 2 and 6 every 3 weeks to look at on track children.

Targets

Every child from Year 1-6 has an end of year attainment and progress target, which is set at the end of Summer 2 by SLT. Targets are set using summer 2 data, FFT (50) data from their starting points and discussions with class teachers.

WHO?

- Teachers** are responsible for the progress and standards of the children in their class, moderating with peers and reporting judgements every term using Target Tracker.
- Subject Leaders, SMT** and **SLT** are responsible for monitoring and moderating progress and standards across the school and identifying trends
- SLT** are responsible for leading Pupil Progress Meetings every term, holding staff to account and redistributing according to need.