



ASHCROFT INFANT AND NURSERY SCHOOL

Providing the best start for all children

Assessment

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Assessment 2016/17



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The purpose of assessment

From September 2014, Government have introduced a new national curriculum, assessment and accountability. From now on, Government will not impose a single system for ongoing assessment and schools will develop and implement their own arrangements for assessing pupils' progress against their school curriculum. Schools are expected to demonstrate their assessment of pupils' progress, to keep parents/ carers informed, to enable governors to make judgements about the school's effectiveness, and to inform Ofsted inspections.

The new Government reforms focus on Year Group Expectations. These reforms are based on a clear set of principles:

- Ongoing, teacher -led assessment is a crucial part of effective teaching.
- Schools should have the freedom to decide how to teach their curriculum and how to track the progress that pupils make.
- Both summative teacher assessment and external testing are important.
- Accountability is key to a successful school system, and therefore must be fair and transparent.
- Measures of both progress and attainment are important for understanding school performance.
- A broad range of information should be published to help parents and the wider public know how well schools are performing.

Assessment Principles

The following principles are written following the NAHT Principles for Assessment (February 2014).

Assessment is at the heart of teaching and learning.

Assessment at Ashcroft is a shared responsibility and is integral to high quality teaching and learning. All teachers and teaching assistants are responsible for the progress of all our pupils at the school and our assessment process drives better teaching. This is because we use the outcomes to provide 'appropriate challenge' for all the children so that they can make continuous, and sometimes accelerated, gains in their learning.

Assessment is fair.

Our assessment process has been designed to apply to all pupils. It is inclusive of all abilities and free from bias.



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Assessment is honest.

We are open and transparent with pupils and parents/carers regarding the process and results of assessment at Ashcroft as successful outcomes are reliant on the strength of these relationships. Beyond this, we actively initiate external moderation opportunities with other schools and independent organisations to aid the self-evaluation of our own accuracy.

Assessment is ambitious.

Based on prior assessment outcomes in Reception, our initial targets for the Year 1 pupils in combined English and Maths are:

- At least 90% of pupils will be demonstrating knowledge, skills and understanding that continuously demonstrate in their work that they are meeting / exceeding national Year Group Expectations.
- At least 30% of pupils will be demonstrating knowledge, skills and understanding with Greater Depth.
- Our target for any pupils who have been identified as having special educational needs is that they will meet, or exceed, national Year Group Expectations in any subject for which their specific needs are not a barrier to their learning.

Assessment is appropriate.

Our streamlined procedures are designed to assess expectations of the National Curriculum and our own wider school curriculum. Evidence is drawn from all areas, within and beyond the classroom.

Assessment outcomes provide meaningful and understandable information for pupils, parents/carers, teachers, school leaders and governors, government and agents of government.



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How are we assessing in EYFS at Ashcroft?

NURSERY

For children who attend our Nursery tracking progress and attainment begins on entry. This is measured from each pupil's individual starting developmental stage as identified in September of Nursery baseline assessment. Each child is awarded an entering, developing or secure judgement in each of the prime and specific areas of learning.

Generally children enter Nursery at Ashcroft with a developmental stage typical for their age and make expected progress to enter Reception.

Eg.

On entry to Nursery

Autumn Birth	Spring Birth	Summer Birth
30-50 secure	30-50 ent/dev	22-36 sec/ 30-50 ent

We expect these children to exit Reception at the ELG or exceeding ELG unless they have a specific developmental delay. This may only be in one area of learning.

Eg.

On exit from Reception

Autumn Birth	Spring Birth	Summer Birth
Exceeding ELG	ELG or above	ELG or above

Typically a child would make between 5 and 7 steps of progress throughout Nursery and Reception. Some children will enter below typical and interventions will be in place to accelerate learning to enable the child to achieve ELG and make more steps of progress.

A 'step' is when a child moves through the developmental stage:



16-26 Dev	16-26 Secure	22-36 Ent	22-36 Dev	22-36 Secure	30-50 Ent	30-50 Dev	30-50 Secure	40-60 Ent	40-60 Dev	40-60 Secure	ELG	Exceeding ELG
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Progress for each pupil is identified using these steps and is recorded at the back of each child's learning journey.



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How are we assessing in EYFS at Ashcroft?

RECEPTION

Some children do not attend Ashcroft Nursery and therefore start school here in Reception. Attainment and progress are measured from each individual's starting point as identified in September of Reception from information from previous settings and Ashcroft baseline assessment. Each child is awarded an entering, developing or secure judgement in each of the prime and specific areas of learning.

At Ashcroft we have found that children entering reception do so with a developmental stage typical for their age:

Eg.

On entry to Reception

Autumn Birth	Spring Birth	Summer Birth
40-60 ent/ dev	40-60 ent	30-50 secure

We expect these children to exit Reception at the ELG or exceeding ELG unless they have a specific developmental delay. This may only be in one area of learning.

Eg.

On exit from Reception

Autumn Birth	Spring Birth	Summer Birth
Exceeding ELG	ELG or above	ELG or above

Typically a child would make between 3 and 5 steps of progress between entering and exiting Reception. Some children will enter below typical and interventions will be in place to accelerate learning to enable the child to achieve ELG and make more steps of progress.

A 'step' is when a child moves through the developmental stage:



16-26 Dev	16-26 Secure	22-36 Ent	22-36 Dev	22-36 Secure	30-50 Ent	30-50 Dev	30-50 Secure	40-60 Ent	40-60 Dev	40-60 Secure	ELG	Exceeding ELG
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Progress for each pupil is identified using these steps and is recorded at the back of each child's learning journey.



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How are we assessing in Key Stage 1 at Ashcroft?

At Ashcroft we have designed our curriculum and assessment procedures with reference to developmental work undertaken by Focus Education. We have adapted the Learning Challenge Curriculum and related assessment approach to suit the context of our school.

Effectively pupils will be assessed on a four point scale and teachers will decide on the 'best fit' for each pupil. They will all receive a judgement at the end of each academic year as 'emerging', 'expected' or 'expected with Greater Depth' on the expectations for their year group. All pupils will be assessed at the beginning of the year with a baseline task in maths and writing. This will determine where they will start on the six point scale. For example, an able pupil exceeding the expectations in Year 1 may be applying many of the Year 2 expectations in their work and therefore could start at a 3 on the six point scale. It is expected that almost all of our pupils will achieve the expected outcomes for their year group. Aspirational targets are set for individuals based on their previous year's attainment and baseline scores.

As well as on going daily assessment, each term teachers will assess their pupils against the end of year expectations and make a judgement about how they are progressing. Teachers will transfer this information on to tracking sheets and use these to inform the SLT about the progress pupils are making towards the expectations. Some pupils may achieve the expectations and demonstrate that they are able to apply these in a variety of contexts, for different purposes with independence. The teachers will therefore be providing opportunities for the pupils to demonstrate 'Greater Depth'.

Throughout the year teachers are required to evidence judgements through pupil progress meetings each term, in school moderation exercises with subject leaders, moderation across the year group and phase, moderation with the local schools and where appropriate validation from other outside agencies. The headteacher, deputy and other subject leaders will ensure they make reference within lesson observation feedback, during work scrutiny and on learning walks to teaching opportunities and the environment that enables pupils to achieve or exceed their year group expectations.



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EMERGING		EXPECTED	GREATER DEPTH
1 Significantly below	2 Below	3 Age typical	4 Above Age Related Expectations
Outside agencies and teaching assistant specialist support coordinated by the SENCo.	Acceleration programmes are written by the class teacher in liaison with the SENCo. According to need, they are delivered by the teacher, teaching assistants or the SENCo as 1:1 or small group intervention	Appropriate challenge in class.	Appropriate challenge, deepening of learning and reasoning activities.
At this stage pupils are not meeting 50% of the year group expectations. A few pupils will be judged at this stage. These will be pupils who have special educational needs that affect their cognitive development.	At this stage pupils will be meeting more than 50% of the expectations but not all. The pupil has not got SEN and needs to access an Acceleration Programme to be 'secure' in meeting their Year Group Expectations.	At this stage pupils will be confident at meeting the expectations and will work at a rapid rate. They may also be exceeding in some expectations.	At this stage pupils will be deemed exceeding if in addition to the expectation they show evidence of: <ul style="list-style-type: none"> • Accessing some of the following year group's expectations. • Being able to use the year group's expectation within a context. • Being able to consistently apply the year group objectives in a range of situations. The pupil is exceeding the expectations even though they make the occasional mistake. At this stage there may be a few pupils who are exceptionally confident in exceeding the expectations and show exceptional ability for their age.



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EMERGING:

Developing skills, knowledge and understanding needed to meet the expectations of their year group.

EXPECTED:

Demonstrating skills, knowledge and understanding that show they are meeting the expectations of their year group.

GREATER DEPTH:

Applying skills, knowledge and understanding required to show they are meeting the expectations of their year group **across all subjects**.

Applying skills in the context of History, Geography and Science	The pupil's ability to apply their knowledge in their learning in other subjects, especially, but not exclusively, History, Geography and Science. For example, using pupils' knowledge of negative numbers to work out the time difference between a BC and an AD date.
A deeper level of reasoning	The 'Greater Depth' statements require the pupil to use their reasoning skills. This enables the pupil to give reasons for opinions and actions, to draw inference and make deductions, to use precise language to explain their thinking and to make sound judgements and informed decisions.
Using the objectives in context	The pupil should be able to make use of their knowledge when applying it to their context. For example, considering, considering the literacy or mathematics involved in their parents' employment.
Drawing from next year's objectives	Some of the 'Greater Depth' statements will touch upon the objectives in the next year group. Where this is happening it is where there is a natural link with the present year group's objectives, for example, learning tables. More able pupils should find it interesting learning in the patterns associated with the nine times table in Year 3.



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Demonstrating and assessing the progress of pupils in English and Maths.

Teachers are held accountable for the progress of all the pupils in their class. There is greater emphasis on using pupils' work and other outcomes to continually assess and their progress in learning. These are some of the ways pupils and teachers demonstrate and assess progress in English and Maths.

Reading	Writing	Maths
<ul style="list-style-type: none"> • Reception baseline and end of Early Years Stage teacher assessment. • End of Year 1 Phonics Check. • Teacher assessment at the end of Key Stage 1, informed by pupils' scores in externally-set but internally-marked tests. • Teacher assessment against the DfE end of Key Stage 1 Performance Descriptors. • Guided Reading records that demonstrate the pupils' progress towards Year Group Expectations in Word Reading and Comprehension. • Using the Reading Progress Wall to display written work the pupils have completed in response to Reading. The work will be directly linked to Year Group Expectations and show progression over the year. • PIRA termly assessments. 	<ul style="list-style-type: none"> • Reception baseline and end of Early Years Stage teacher assessment • Teacher assessment at the end of Key Stage 1, informed by pupils' scores in externally-set but internally-marked tests. • Teacher assessment against the DfE end of Key Stage 1 Performance Descriptors. • High quality work in pupils' books showing week to week progress sustained over time. • Success Criteria • Developmental feedback and pupil response • Using the Writing Progress Wall to display work of a high standard in relation to Year Group Expectations and developmental feedback to show progress being enabled. 	<ul style="list-style-type: none"> • Reception baseline and end of Early Years Stage teacher assessment • Teacher assessment at the end of Key Stage 1, informed by pupils' scores in externally-set but internally-marked tests. • Teacher assessment against the DfE end of Key Stage 1 Performance Descriptors. • Success Criteria • Developmental feedback and pupil response • Pre and Post Learning tasks • Using the Maths Progress Wall to display work of a high standard in relation to Year Group Expectations and developmental feedback to show progress being enabled. • PUMA termly assessments.