

Approach to 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.'

Over the past year, taking inspiration from our successful EYFS model, we have been developing an effective assessment system that will meet the needs of all school stakeholders and support the school in embedding the DfE 'Assessment Principles' referenced above.

This has been developed to ensure that the useful elements of the outgoing levels system are retained, ensuring data from school to pupil level is presented and recorded with clarity and consistency, while removing the more confusing elements and opportunities for bad practice, for example the inconsistent APS system.

Our Philosophy of Assessment

Assessment should have a purpose at every level for everyone involved: Pupils should be given appropriate feedback on their learning from the formative assessments carried out by class teachers.

Class teachers should 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 should be able to 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 should be able to 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 be able to get a clear and accurate sense of their child's achievement and progress as well as areas where they can support development.

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

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

Our Assessment System

Our assessment system has been developed carefully to meet DfE guidance and Our Philosophy of Assessment.

Tracking Attainment with Statements

At its heart, any assessment tool must have Assessment for Learning and this is the fundamental building block on which any more expansive data must sit. 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. These formative statements may be shared with pupils to help define and guide next steps in learning. As a key time saving element the Target Tracker software has been designed to allow group assessment entry and reports to get a quick and visual snapshot of pupil achievement.

The statutory statements published in the National Curriculum show end of year expectations. Our curriculum advisers have worked collaboratively with highly skilled practitioners to produce guidance and exemplification to support transition and, a key concern with any new system, moderation. These examples are presented in the Target Tracker software as additional statements of guidance, examples of children's work, or a video file with audio.

This supporting guidance is available for English, Maths, Science and Computing. Tracking Attainment and Progress with Steps

To track pupil attainment we have devised a system of steps. This performs the function of communicating progression and attainment in a simple format that may be aggregated to produce reports of overall and average progress. This is based on a carefully considered logical approach to assessment and follows on from the assessment system we have introduced in EYFS.

The terminology has been selected for consistency and clarity but also to avoid any suggested judgement when describing the attainment of pupils working below the expected band for their year group.

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

Where the sections have been broken down into steps this is designed to allow the practitioner to represent and report progress for a pupil where they may not feel that the best fit is within the next section. For example, a pupil may be assessed as Band 2 Beginning in the Autumn term in year 2. The next time the practitioner records a summative assessment they may not feel that the pupil has progressed to Working Within, but the pupil has made progress. An assessment of Beginning + allows that progress to be represented and will feed through to overall class and key stage reporting. The inability to record smaller progress measures was a frustrating issue with the outgoing levels (and points) system.

At appropriate termly or half termly intervals, practitioners 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.

Practitioners may assess steps in core and foundation subjects:

To allow for the tracking and analysis of progress in a statistical context we have adopted a one point scale. The numbers below each step reference the equivalent scale point.

This means it will be easy for schools to 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 (w+) step at the end of the appropriate year.

Secure and 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.

The New Curriculum allows schools to have the flexibility to introduce content earlier or later than set out in the programme of study. It is important for children to have opportunities 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. We would expect children who are secure (s) in the band of statements they are working on to have these experiences, and therefore be working at the secure + (s+) step before being assessed against the following year band statements.

Setting Targets for Progress

Target Setting is an emotive and, potentially, controversial method when misused. When taken as another part of the holistic 'tool box' of assessment practice it can help identify and focus learning for pupils falling behind or showing potential for accelerated progress. The DfE refer to 'sufficient progress' as a way to represent progress over the key stage or Primary phase.

To meet age related expectations, children should reach the higher end of the working towards (w+) step by the end of the appropriate year. To move from W+ in one year band to the next is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term.

This is an example of how targets might be set for a child with a year one entry level assessment as working just below band 1 at the end of the EYFS requirements (40-60s+), in order for them to reach the secondary ready standard, 6 secure (6w+) at the end of Year 6.

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+	1w+	2w+	3w+	4w+	5w+	6w+

Any pupil target needs to be reviewed by the class teacher to ensure it is appropriate and may be changed where necessary.

Pupils working below band 1 and pupils with SEN

Year 1 pupils who are working below the beginning of the Year 1 band in the Autumn term will be assessed in the EYFS 40-60 w, 40-60 w+, 40-60 s or 40-60 s+ month band steps. From the Spring Term Year 1, pupils below band 1 are assessed against the 'p scales. This allows smaller steps of early progress to be tracked, prior to pupils them demonstrating understanding on the year bands. As child are accessing learning in line with the national curriculum expectations, they will then be assessed against the bands, in line with their learning e.g. band 1, band 2 etc.

Assessments made in the EYFS section of the Target Tracker software will not transfer across to Key Stage 1, as the subjects do not match.

Progress for these pupils can still be tracked using our one point scale.

Most able pupils

Pupils who are considered to be working above their age expected level, are children who are working at a secure point. These children will be assessed as secure (S) or secure plus (S+). These children will be confident with all of the age appropriate curriculum requirements and are able to apply their learning in a wide range of contexts and in more abstract ways.

Managing School data and Reporting to parents

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

Tracking pupil data using the Target Tracker software means that statistical analysis can be done simply and effectively and can provide data on pupil attainment and progress on a summative whole school level, or deeper down at pupil level in a few simple clicks.

End of KS1 and KS2

The 2016 assessments are the first which assess the new, more challenging national curriculum. New tests and interim frameworks for teacher assessment have been introduced to reflect the revised curriculum. Results are no longer reported as levels and each pupil in KS1 (Yr 2) and KS2 (Yr 6) will receive a teacher assessment based on the standards in the interim framework. Pupils in Yr 6 will also receive a test result as a scaled score (see below).

Figures for 2016 are not comparable to those of earlier years because of the changes set out above. The expectations for the end of each key stage have been raised. Given the differences in the curriculum and assessments, levels are not comparable with scaled scores or teacher assessment outcomes.

KS2 Test Results

The tests were marked externally and the results returned to school. All the test results were converted to a scaled score: the scaled score gives an indication of how children have achieved against the national standard. **A score of 100 represents the new national expectation.** Therefore anything below 100 is classes as working towards the expected standard and a scale score above 110 indicates that a pupil is working at a higher standard, when compared to the nationally expected standard.

Working towards	100	110	Higher standard
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national expected
standard

KS1 and KS2 teacher assessment

Teacher assessments are made according to the government's lists of expectations. Teacher assessment cannot be a "best fit" against the criteria: a pupil must show evidence of achievement in each specific point on the government's list.