AYRESOME PRIMARY SCHOOL

Assessment framework September 2015

Lisa F Biggin, Headteacher

Core principles

Assessment at Ayresome Primary School is ongoing, both formative and summative and takes into account personalised learning pathways for all children. The core principles the school employs are:

- Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing

- Assessment for learning should focus on how students learn

- Assessment for learning should recognise the full range of achievements of all learners

- Assessment should take account of the importance of learner motivation

- Assessment for learning should be regarded as a key professional skill for teachers

- Assessment for learning should be part of effective planning of teaching and learning

- Assessment for learning should be recognised as central to classroom practice

- Assessment should be agreed, owned and consistent across the organisation

- Learners should receive constructive guidance about how to improve

- Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed

Key performance indicators (KPI)

The school follows a core approach of KPI's in determining assessment outcomes. Working directly from the documentation in the new national curriculum , the teachers outline key elements within the programmes of study, that, if mastered, demonstrate a child's grasp of understanding of that facet of the national curriculum. These key aspects have been summarised as key performance indicators (KPIs).

For the first part of this process, in teams at planning opportunities, teachers discuss the content of the national curriculum. Staff then consider the KPI's at every core opportunity for the programmes of study and pay adherence to the Appendix 1 extracts for reading, writing and mathematics in each year group.

Positive Mentoring

The school follows the practice of positive mentoring this in turn builds resilience, responsiveness and results in learning outcomes. Children are actively encouraged to take full responsibility for their own learning, support others collaboratively and involve themselves where appropriate peer led buddy mentoring and assessment opportunities.

Assessment foci termly

Assessment is carried out termly using the School Pupil Online Tracker system (SPTO).

This system assesses children's achievement across the core strands of learning. Teachers plan to gaps analysis and KPI's within the National Curriculum and continually assess making judgements on met or not met strands.

Progress is tracked by recording when pupils have achieved each of the statements. These results are monitored on the SPTO assessment system detailing whether pupils achieve the expected number of statements, based on staff judgement. Assessments are moderated to ensure consistency.

The benefits of this method are:

- Planning is made easier and less time-consuming

- Teachers know what each child's next steps are

- It has created a strong link between planning and assessment

- It shows progression from the Early Years Foundation Stage (EYFS)

The data converts to points progress termly enabling senior leadership to hold 6 weekly progress meetings with all individual teachers termly. For core end of key stage year groups (Year 2 and 6) this progress meeting schedule is four weekly.

Standard progress charts are produced evidencing expected and exceeding points progress.

Each class teacher hold assessment information on all children. Progress of SEND and pupil premium children as well as underperforming groups data from Raise Online are tracked six weekly enabling no child to be lost in the system.

Where performance causes concern, two SENCo staff will assist teaching staff in detaining interventions at targeted support level (Wave 2). For those children on a Learning Pathway (pre EHC plan or in receipt of Higher Needs Funding) progress is tracked at both class teacher and senior level fortnightly. This enables small progress steps to be carefully monitored. Alongside this, assessment of intervention delivered is part of our rigorous self-review cycle undertaken by vising Ofsted Registered and other lead consultants alongside Senior Leadership.

If performance of a child continues to cause concern assessment under ACORNS or PALMS panel may occur for the child to access nurture provision on a 4:1 basis weekly for up to 90% of the school timetable for EYFS / KS1 and 50% timetable for KS2 (April 2016 commencement date).

Those children on a Learning Pathway or EHC plan will receive assessment reviews termly in conjunction with SENCo/Senior Leadership staff identifying core progress made.

Mastery guidelines using SPTO Integrated Mastery

Under SPTO assessment tracker, Integrated Mastery is taught and explored in the classroom in an ongoing manner in most lessons in all year groups 1 to 6 across the year. The more able pupils in each year group are stretched by giving them the opportunity to apply, link, explore and investigate their understanding to become a more independent and deeper learner. This allows teachers to organise learning more succinctly whilst also giving them the ability to stretch all children as the new NC2014 requires. This tracks pupil attainment and progress in the same manner as the DFE is treating our core data. Ayresome Primary School uses Overall Mastery Ratings in this option where a child is judged on a scale between deep Mastery skills (#4) to low Mastery skills (#1).

Rating	#1 [Low]	#2 [Expected]	#3 [Good]	#4 [Very Good]
Standards	This is **below the expected standard** depth of application and understanding. Does not apply their learning.	This is the **expected standard** depth of application and understanding. Average application of learning.	This is **above the expected standard** depth of application and understanding. Good application of learning.	This is **well above the expected standard** depth of application and understanding. Very good application of learning.
Examples	Recalls facts, remembers learnt information. Constructs simple responses.	Applies understanding. Uses facts, information or procedures to respond to, solve and answer problems. Applies own knowledge in a different context.	Applies understanding in more complex situations. Uses facts, information or procedures to respond to, solve and answer complex problems. Applies own knowledge in an alternative and unusual context.	Applies understanding creatively in more intricate situations. Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems. Applies own knowledge into alternative and unique contexts.
Example Golden Code	Y2High #1	Y2High #2	Y2Mid #3	Y2Low #4
Bloom's Taxonomy examples	**1. Knowledge:** Define, Identify	**2. Comprehension:** Explain, Summarize **3. Application:** Demonstrate, Show	**4. Analysis:** Infer, Separate **5. Synthesis:** Combine, Compose, Create, Design	**6. Evaluation:** Compare, Judge
SOLO Taxonomy	**1.Pre-structural 2. Unistructural**	**3. Multi-structural**	**4. Relational**	**6. Extended Abstract**
Modification to Tracking Point	-1.0 -4m	0.0 0m	+2.0 +8m	+4.0 +16m

Daily assessment principles

The school undertakes response to marking principles at the start of every learning session. The core principle of assessment at this level is to impact upon the maximum benefit of feedback enabling the children to fully understand conceptualise and plan towards meeting exacting targets to challenge and inspire learning.

Assessment learning mats

Children retain personalised learning mats in the classroom for daily use. A target sticker identifies the core strands the child is accessing, three ticks assessed and the child received a star to indicate target achieved. Target sheets where core skills are mastered are highlighted in the children's workbooks.

This runs alongside the positive mentoring booklet which encourages the children's four core goals of d*eveloping, the 5 R's in learning:*

o **Readiness**: Being prepared to learn, ask questions and adapt to new learning situations.
o **Resilience:** Sticking at tasks even when they become difficult and using a range of strategies to overcome a problem.
o **Resourcefulness:** Being ready, willing and able to learn in different ways. Being prepared to take risks even if there is a possibility of failure.
o **Reflectiveness:** Being able to think and talk about what has been learnt and how it has been learnt.
o **Responsibility:** Being prepared to work individually and within a group understanding personal targets and how to achieve them.

Reception Baseline

SPTO is compatible with all elements of the Reception Baseline requirements from DFE. The school uses EExBA as the core assessment baseline for our children. As the school has significantly high levels of mobility, the school will use alongside EExBA the SPTO tracking document as the baseline is only assessed once and typically the school received on average 35 children per year outside normal admission times. This will ensure that their on entry baseline is captured effectively to measure on entry and in year progress.

Pupils' progress is monitored, reported and discussed in formats including:

- End-of-year reports written by teachers

- End of year reports written by pupils

- Photographs of work

- Research journals maintained by children

- Learning environment displays in purpose designed standard learning walls in every shared area and corridor space.

- Class books and portfolios

- Learning review days held termly for each cohort

- Parental consultation events held three times a year

- Celebration reviews at the end of each thematic topic held six weekly. These may be in the form of a cohort assembly, class assessment of phase assembly. Parents will be invited to all events of this nature.

- 'Marvellous Me' instant APP reward system linked to parental recognition

The KPI's that the school uses for assessment are broken down into the three strands of reading, writing and assessment.

Appendix 1 below contains as core example of the documentation staff will use to plan and assess outcomes.

Appendix A below, this is an examplar

Year 1 maths

Key performance indicator	Performance standard

Number and place value
 	
Counts to and across 100, forwards and backwards, beginning with 0 or one, or from any given number
 	
Counts, reads and writes numbers to 100 in numerals; counts in multiples of twos, fives and tens
 	
Given a number, identifies one more and one less
 	
Addition and subtraction
 	
Represents and uses number bonds and related subtraction facts within 20
 	
Fractions (including decimals)
 	
Recognises, finds and names a half as one of two equal parts of an object, shape or quantity
 	
Measurement
 	
    Compares, describes and solves practical problems for:
    1. lengths and heights eg long/short, longer/shorter, tall/short, double/half;
    2. mass/weight eg heavy/light, heavier than, lighter than;
    3. capacity and volume eg full/empty, more than, less than, half, half full, quarter; and
    4. time eg quicker, slower, earlier, later.
 	
Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times
 	
Properties of shape
Recognises and names common 2-D and 3-D shapes, including:
 	
    1. 2-D shapes eg rectangles (including squares), circles and triangles;
	With reference to the KPIs
	By the end of Y1, a child should be fluent with
	whole numbers and counting
	
	A child has a developing knowledge of addition and subtraction using concrete objects and pictorial representations
	
	A child can describe and compare different
	quantities such as length, mass and capacity/volume.
	
	A child is beginning to recognise simple fractions
	
	A child is beginning to tell the time
	Children should read and spell mathematical
	vocabulary at a level consistent with their
	increasing word reading and spelling
	
	knowledge at key stage 1

Example of reading and writing framework linked to Power of Reading in use across the whole school.

Writing

Strand	Child Speak Target	Date:	Date:	Date:	Date:	Date:	Date:	Level of achievement at the end of ½ term:
Transcription	I can spell my word list accurately.							
Transcription	I know the names of all the letters of the alphabet in order.							
Transcription	I can write out a sentence told to me by my teacher.							
Composition	Before I write a sentence, I can say out loud what I am going to write.							
Composition	I can think of and say a sentence before I write it.							
Composition	I can write a text by thinking of a list of sentences in the order I need.							
Composition	I check my sentences make sense by re-reading them.							
Composition	I can read aloud my own writing so my friends and the teacher can hear me.							
Vocabulary Grammar Punctuation	When I write, I leave spaces between my words.							
Vocabulary Grammar Punctuation	I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.							
Vocabulary Grammar Punctuation	I know that words can be put together to build sentences.							
Handwriting	When writing, I sit and hold a pencil correctly.							
Handwriting	I can write some of my letters correctly, starting and finishing in the right place.							

Reading

Strand	Child Speak Target	Date:	Date:	Date:	Date:	Date:	Date:	Level of achievement at the end of ½ term:
Comprehension	I listen and discuss what I have read, including poems, stories and non-fiction books.							
Comprehension	When I read, I can tell you of similar things that have happened to me.							
Comprehension	I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.							
Comprehension	I discuss the titles and events from the books I read.							
Comprehension	I like to predict what happens next based on what I have read so far.							
Comprehension	I take turns to listen and discuss when I am in a group.							
Comprehension	I can explain what has happened in the story someone has just read to me.							

Appendix 1 below