

# Assessment and Progress Tracking at Finstall First School

From September 2014 the system of assessing children, using levels and sublevels, has been dis-applied (except for Year 2 and Year 6 in 2014/15). Individual schools must now 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'* (DFE "Assessment Principles," April 2014).

This document aims to summarise the assessment procedures that are currently being used here at Finstall First School.

## Our Assessment Aims

Assessment will have a purpose at every level for everyone involved:

- Pupils will be given appropriate feedback on their learning from the formative assessments carried out by class teachers.
- Class teachers will 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 will use assessment to help ensure that the pupils who need specific interventions are quickly identified, appropriately supported and monitored. As a result, all children can achieve their full potential and we can maximise the level of progress that they make.
- School Leaders will use summative assessment as a tool for monitoring the progress and attainment of pupils. This enables leaders to identify patterns or gaps in the progress of groups or individuals and then use appropriate interventions to close these gaps.
- Parents will get a clear and accurate sense of their child's achievement and progress as well as an understanding of where they can support development and the next steps for their children.
- Governors will use data to ensure that the school is supporting pupils' learning effectively.
- Schools can provide data to external bodies such as the LA or inspection teams to show how children are performing.

## **The Target Tracker Assessment Package**

We have adopted a whole school assessment package called 'Target Tracker'. This is used to track pupils' progress from Reception to Year 4. It provides a series of age related expectations for each year group, which are directly matched to the new curriculum. By assessing the children's outcomes against these statements, staff can make a judgement about the children's levels of attainment. Within this programme, these attainment judgements are known as 'steps'.

### **Tracking Attainment with Statements**

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 Key Stage, the skills, knowledge and understanding should be covered. Within "Target Tracker," the expected end of year outcomes from each National Curriculum programme of study have been adapted to help staff to make their step judgements throughout each academic year. These formative statements will be shared with pupils and parents to help define and guide "next steps" in learning.

### **Tracking Attainment and Progress with Steps**

Within "Target Tracker," we track pupil attainment by using a system of steps. This performs the function of communicating progression and attainment in a simple format. This is based on a carefully considered logical approach to assessment and follows on from the assessment system we have introduced in EYFS.

Each year band has been broken down into six steps: beginning (b), beginning + (b+), working within (w), working within + (w+), secure (s) and 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, in which the child still needs to gain complete confidence.

**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.

At appropriate termly or half termly intervals, staff select a step to show where each pupil is working. Lower and higher achieving pupils may be working at a band outside of their current year, and can be recorded as such.

For children to be working at age related expectation, they would need to reach the secure (s) step at the end of the appropriate year. Secure + effectively represents the consolidation of the band. While pupils will still need to pass through it in the following year, it allows Schools 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. Secure + demonstrates the foundation from which a pupil may proceed onto the criteria in the following band.

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**

To meet age related expectations, children should reach the secure (s) step by the end of the appropriate year. To move from secure (s) in one year band to secure (s) in the next, is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term. Therefore, as a “rule of thumb,” we expect children to make 6 steps’ progress each year. However, pupil targets need to be reviewed by the class teacher to ensure they are appropriate – they can 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 could still be assessed against the EYFS bands - 40-60 (w), 40-60 (w+), 40-60 (s) and 40-60 (s+).

Pupils with SEN may be assessed using P-Scales so progression into the Year band 1 can be tracked.