

School Assessment Cycle and Data Entry

An overview of the processes used to assess pupil progress at Hunslet Carr Primary School

The Assessment Cycle has a single overall purpose:

To ensure that every child is given the chance to make excellent progress and reach his or her potential through developing key skills and a love of learning.

We aim to achieve this by:

Assessing rigorously throughout every term, in line with the Age Related Expectations, to build a clear picture of understanding, need and necessary challenge.

Using the outcomes of assessments, including tests, to inform teaching and learning sequences which address the needs of every class, group and child.

Providing timely, effective, measured interventions to close gaps in understanding and prevent any child or group from falling behind their prior attainment level.

Assessment Points and Pupil Progress

Assessment Points →	Baseline	Autumn	Spring	Summer
<p>Our children's learning needs are constantly assessed but at 4 points in the year, evaluative teacher assessments are entered onto the school's data management system.</p> <p>Comparisons are made with prior Key Stage (EYFS or KS1) and most recent assessment points to ensure that no children fall behind in their development.</p>	<ul style="list-style-type: none"> • Takes place in the first 2 weeks of Autumn Term. • EYFS Baseline takes place in the first 4 weeks. • Individual class target setting meetings take place, using baseline. • Staff refer to prior Key Stage attainment and the previous milestone judgement to form a baseline. • Teachers use outcomes to inform teaching and learning and effective use of adult support. • Baselines are used to inform intervention group content and participants. 	<ul style="list-style-type: none"> • Teacher Assessments, using Chris Quigley's Depth of Learning Milestones are completed in 'Assessment Week' in Autumn 2 and Spring 2. • Assessments are formative and based on evidence built over the previous term / half term. • Rising Stars Tests are used to underpin teacher judgements and detailed Question Level Analysis identifies gaps in understanding to inform planning • Teachers working with the maths No Problem! Scheme, use the Review section after each Maths unit to inform assessment. • At the end of Autumn 2 and Spring 2 Staff ensure assessment opportunities e.g. Hot tasks in writing, Testbase questions are used to underpin formative assessment and inform teaching and learning in the following half term • Year 6 team meet half termly with DHT to predict and track targets and focused groups/individuals. • Year 2 and 6 use Assessment frameworks to support assessment • Children working on BSquared are assessed formatively and summative judgement is made alongside whole school data. 	<ul style="list-style-type: none"> • Teacher assessments are completed in the final week before Summer Half Term to fall into line with the national assessment framework for EYFS and Key Stage outcomes • Mid-June Staff to hand in Summer Term assessments, using DoL and GL standardised assessments to inform judgements. Y2/6 judgements also informed by National Tests. • End of June, reports are handed to parents with attainment and progress judgements. <p>ARE in Year 1/3/5 = Basic2 (Apprentice 2) ARE in Year 2/4/6 = Advancing 2(Qualified 2)</p>	
<p>Pupil Progress Meetings are designed so that teachers can demonstrate a deep understanding of their class's learning and how needs are being met.</p>	<p>Teachers gather any additional information required from previous teacher and inclusion team re individuals and groups during a 'Handover' meeting at the end of Summer 2.</p>	<p>Pupil Progress meetings in the penultimate week of Autumn Half Term with DHT, AHT and Classteacher/s. Support for vulnerable groups e.g. SEND/EAL/PP will be identified. Pupil Progress meetings for SEND and EAL children will take place at the end of Aut 2</p>	<p>PP meetings in penultimate week of Spring Half Term with DHT, AHT and Classteacher/s. vulnerable groups e.g. SEND/EAL/PP</p> <p>PP meetings for SEND and EAL children will take place at the end of Spr 2</p>	<p>Pupil Progress meetings will take place in the penultimate week of Summer Half Term with DHT, AHT, Classteacher/s and where possible, future class teacher. Support for vulnerable groups e.g. SEND/EAL/PP will be identified as part of the handover process.</p>
<p>Chris Quigley Depth of Learning</p>	<p>Baseline</p>	<p>Autumn End</p>	<p>Spring End</p>	<p>Summer End</p>

Making Good Progress

At Hunslet Carr, Progress is measured between Key Assessment Points throughout the school Irrespective of prior attainment, our aim is for every child to fulfil their potential and make at least good progress. The line of good progress is measured using Chris Quigley's Good Line of Progress definition.

Progress is defined as the increasing depth of understanding pupils have in each of the key learning objectives. Three cognitive domains: Basic, Advancing and Deep describe pupils' depth of understanding.

The Depth of Learning programme to translate these cognitive domains into a quantitative figure for pupils' understanding of the curriculum. Expectations for 'good progress', which show the depth of understanding that is required each term, form the basis for tracking.

The shape of these 'Lines of Good Progress' depends on the starting points of pupils. Below is a graph which illustrates the Lines of Good Progress from three starting points: Emerging, Expected and Exceeding at the end of EYFS and WT,ARE or GD at KS1.



These Lines of Good Progress show high expectations for pupils and use the following rationale:

1. The demands of the curriculum are in themselves a high expectation
2. Pupils who are at a good level of development at 5 years old should be at a good level of development at 7 and 11 years old. This means the national expectations (in Advancing cognitive domain)
3. Depth of understanding will not be gained in a steady, linear route as was the assumption in the old 'levels' system.

Early Years Foundation Stage (EYFS)

In EYFS, baseline assessments are carried out at the start of the year to acquire an 'on-entry' assessment. We aim for all children to reach a Good Level of Development (GLD) by the end of Reception. These children can be described as working at the **Expected** Standard, irrespective of their baseline. There are 4 Key Assessment points in Reception – Baseline, Autumn, Spring and Summer.

Children's 'on-entry' assessment will happen at different times, depending on whether they attend our school nursery or come to us in Reception from another setting.

Some children do not reach GLD and are described as **Emerging**. Our rigorous tracking enables us to demonstrate progress from their baseline and we employ interventions to fill as many gaps in understanding as possible.

Some children go beyond GLD and work at a higher level described as **Exceeding**. Depending on their baseline, this may indicate accelerated progress.

Key Stage 1

In years 1 and 2, we look back at every child's EYFS outcome – this is the Prior Key Assessment Point.

- Children who were **Emerging** are expected to be Working Towards ARE **as a minimum** and some will reach ARE, which demonstrates accelerated progress.
- Children who were **Expected** should reach ARE by the end of Y1 and Y2 as a minimum and some will be working at Greater Depth, which demonstrates accelerated progress.
- Children who were **Exceeding** should reach ARE by the end of Y1 and Y2 as a minimum and most should be working at Greater Depth, which demonstrates accelerated progress at this level.

Key Stage 2

In Years 3, 4, 5 and 6, we look back at every child's Key Stage 1 outcome – this is the Prior Key Assessment Point. Targets are set and tracked within the year and across a milestone (2 years).

Progress from Levels to the 2014 Curriculum Age Related Expectations

In the current Year 5 and 6, Key Stage 1 assessments were in levels. In broad terms, we expect Levels to translate into the following 2014 Curriculum / Interim Assessments:

- Children who were working at **Level 1 or Below** should be Working Towards KS2 AREs and some should meet ARE
- Children who were working at **Level 2** or above should be meet AREs and aim for Greater Depth
- Children who were working at **Level 3** should be working at a Greater Depth or towards the Higher Standard by the end of each year.

Using detailed KS1 Assessment information and tracking, teachers and the SLT are able to track whether good progress is being made from point to point and quickly identify children requiring intervention and those making accelerated progress.

Progress through the Current 2014 Curriculum

Children in Y3 and Y4 were assessed at 1 of 3 Standards:

1. Working Towards KS1 Age Related Expectations (WTS)
2. Working at Age Related Expectations (ARE)
3. Working at Greater Depth (GDS)

As they move through school, children will be expected to make progress in line with their KS1 Assessment Point as an absolute minimum and this is considered to be Good Progress. We hope that some children will move to a higher standard (WTS to ARE and ARE to GDS) and can demonstrate that this is accelerated progress.

SEN Assessment

- In EYFS, children with SEN are assessed and tracked using a Special Educational Needs Developmental Journal
- In KS1 and 2 our children with Special Educational Needs are assessed and their progress is tracked using the B² system

New from 2017-18

- As a school we now track progress in RWM Combined across the whole school.
- We have increased the level of tracking for children who achieved the old 'Level2' at KS1, especially '2b' and '2c'.



Quality Assurance and Rigour

In every year group, we build evidence of achievement and hold every class teacher to account for the progress of children in their class and reflect part of Performance Management targets.

Our teacher assessments are professional judgements that are underpinned by a wealth of evidence, moderation and monitoring. Teacher knowledge and standards are continually developed and feedback is regular.

The following assessment actions ensure rigour and high standards and are rotated as part of the monitoring calendar:

Termly Monitoring & Assessment

1. Lesson Observations in Autumn and Summer Terms allow the SLT to build a clear picture of the quality of teaching across our school.
2. The Spring Term Lesson study provides a collaborative peer-to-peer project, which is documented, regarding developing high quality teaching and learning based on a school priority.
3. Learning Walks allow Leaders to focus on specific elements of learning and identify development needs.
4. Book Scrutiny, which involves the whole-school community of children, staff and Governors, builds a picture of standards, challenge, consistency and progress across the school.
5. Moderation in school grows staff knowledge and understanding and equips them to make accurate teacher assessments in line with AREs and in Year 2/6 Teacher assessment frameworks. This moderation takes place 'in-school', across our Learning Alliance and within the Leeds City Area.
6. Pupil Progress meetings allow teachers to demonstrate a deep understanding of their class whilst ensuring that no child falls behind through intervention and support.

Half Termly Monitoring & Assessment

1. Teachers continually mark work and give relevant verbal feedback so that children are clear on how to progress and what they have done well.
2. Assessment tasks e.g. Hot/Cold Tasks feed-in to Teacher Assessment and help to inform planning, teaching and learning

Yearly Monitoring and Assessment

1. Cross School Moderation allows Leaders at every key stage to quality assure our school assessment by comparing it against other schools in our cluster.
2. Local Authority Moderation ensures our final Key Stage Assessments support our teacher judgements.

Next steps

All findings from monitoring are fed back to staff and feed-in to our CPD programme as and when the forms of monitoring takes place. Subject leaders, SLT or external agencies lead training on identified areas for development.

Governor monitoring of outcomes

1. At every Teaching and Learning Committee Meeting, a detailed overview of progress and attainment will be provided for Governors and SLT will explain the context of the data, describe actions which have resulted from this and invite scrutiny from the Committee regarding impact and awareness.
2. The Headteacher's report will summarise current attainment data for the whole school every term and will be provided at each Governing Body meeting