

Assessment Guidelines at Pear Tree Community Junior



School – 2017-18

Our key principles for our internal system of assessment at Pear Tree are that:

- Assessment at Pear Tree will **support learners** in their learning.
- Assessment at Pear Tree will allow **teachers to identify and analyse gaps** in learning and as such provide challenge and support.
- Assessment at Pear Tree will **promote effort** and raise aspirations.
- Assessment at Pear Tree will be **manageable** and ensure the school has a clear understanding of vulnerable groups, cohorts, subjects and be held to account for closing the learning gap.
- Assessment at Pear Tree will be the **responsibility** of our entire learning community.

Expectations of Assessment for 2017-18

Staff will complete a baseline test using PIRA and PUMA. These will be used to give an understanding of where pupils are. The test will provide a raw score and a standardised score for each child. PIRA and PUMA test will be used in spring and summer to show progress.

Staff should take the time to look over the PIRA and PUMA materials so they are clear on the expectations in their year group. (For end of KS2, Interim Frameworks remain for 2018 - see attached PDF of Quick glance interim "expected" in M, R and W)

- Target Setting Meetings will take place following the baseline and using KS1 data as a reference point (Dec 2017)
- Termly PPM and half termly Data Checks; this will be done using books to monitor progress as well as School Pupil Tracker information.
- As mentioned, there will continue to be termly assessment papers used for children, which will inform termly tracking judgements made by teachers. Teachers can also use Testbase questions / quick Review Quizzes to inform the judgements they make.

As part of our ongoing CPD amongst staff at Pear Tree, we will develop exemplification materials for each year group which demonstrates each objective from the Maths, Reading and Writing.

Summative Testing Materials:

School Pupil Tracker **relies heavily on formative feedback and assessment**. It should be used to support pupils and lead the learning. We are still however in a system of external testing and due to this **summative** assessments will support staff with the assessment judgements.

How will teachers make a "tracking" judgement for end of each term?

Teachers will use school pupil tracker and their professional judgement as well as evidence collated in books to make termly judgements as to where a child is currently working within the National Curriculum. This is to ensure there is internal tracking in school which allows us as staff to:

- Support learners with their learning.

- Allow teachers to identify and analyse gaps in learning and as such provide challenge and support.
- Ensure the school has a clear understanding of vulnerable groups; cohorts; subjects and can be held to account for closing the learning gap.

Ongoing assessment will be regularly inputted into School Pupil Tracker and will be analysed on a half termly basis. For a pupil to be assessed as SECURE* they must have achieved the key objectives. In the future, targets will be set at the start of the year, which are by no means a ceiling on learning, but in order to give some prediction as to the attainment of a cohort. This is reflected by class Progress Tracker sheets which also identifies the PP children and other vulnerable groups in a class and year group.

Tracking terms

School Language	SPTO inputting for objectives
Emerging	Working Towards
Developing	Mostly Achieved
Secure	Achieved
Greater depth	Greater depth

What will external assessments look like in 2017-18?

	Maths	Reading	Writing	SPAG
End of KS2	<ul style="list-style-type: none"> Working at the national standard <p>Mental Maths will be a 30 min arithmetic test. Context free type Q's – must use correct standard written methods.</p> <p>Paper 1 Paper 2 40 mins each and consist of 40 marks raw scores converted into a scaled score with 100 representing national standard.</p>	<ul style="list-style-type: none"> Working at the national standard <p>Paper = 1 hour inc reading time with range of texts (similar to 2015)</p> <p>Paper scored out of 50 with raw scores converted into a scaled score with 100 representing national standard.</p>	<ul style="list-style-type: none"> Mastery Standard Above National Standard National Standard Working towards national standard Below national standard 	SPAG assessed as has been in 2015. Overall marks out of 70 are converted into a scaled score with 100 representing national standard.
	No L6 Extension paper No calculator paper	No L6 Extension paper		

In 2018, schools will be expected to have 85% of a cohort at national standard in R, W and M.

The "mastery" label has caused some confusion. It is intended only to refer to a child **AT THE END OF A KEY STAGE**. Not within year groups. i.e. – a child at the end of Y2 / end of Y6 could be assessed at "mastery" level. It has never been intended that children working in other year groups should be assessed as such – in fact the intention from DfE is that children should be able to move onto the next year groups KPI / learning objectives if they are in Y1 / Y3 / Y4 / Y5. Depth not breadth is intended within the key stage itself. Ofsted will judge: "how well the school understands each pupil's progress and needs and how clearly they communicate that the parents, pupils and governors.

Planned Overview of Assessments and Consultations with Assessment Co-ordinator:

- ★ **September** – Target Setting Meetings
(Targets will be set for each pupil by class teachers.)
- ★ **December** – PPM (Pupil Progress Meetings) with each class teacher following Autumn Term assessment procedures
- ★ **March**– PPM with each class teacher following Spring Term assessment procedures
- ★ **July** - PPM with each class teacher following Summer Term Summative assessments and KS2 SATS.



★ **September – Target Setting Meetings**

During these 30 minute meetings, class teachers and the assessment co-ordinator will input each pupils' predicted target for the end of the year in Maths, Reading and Writing onto SIMS.

Teachers in school have access to pupil data on SIMS

Termly PPM Process: Dec / March / July

Purpose

- Review pupils' progress in relation to attainment
- Identify groups and individuals at risk of under-attainment
- Identify potential barriers to pupils' attainment and progress
- Evaluate the impact of support and intervention strategies and programmes
- Plan explicit actions and implications for teaching and learning

Materials / Sources of evidence

- School Pupil Tracker
- PIRA/PUMA Results
- Class list / Class Context Sheet /Projected Progress of Class
- Provision Maps (created termly per year group for chn with SEND)
- Knowledge of the interventions children are accessing to support them making accelerated progress.

1. Teacher will assess pupil using School Pupil Tracker(Across 2017-18, staff will work together on an understanding of AR standard at the end of each year group)

2. This assessment will be recorded on School Pupil Tracker by class teacher prior to PPM.

3. Class teacher will complete:

- a) Class Standards Tracker for Maths / Reading and Writing
- b) Class Progress Tracker (JULY ONLY)
- d) Pupil Progress Meeting Proforma for discussion at PPM

4. Year Group Teachers together will complete:

- a) Number of pupils at Age Related Standard Proforma
- b) Year Group Evaluation Form

5. Phase Leader will complete:

Termly Phase Action Plan

In discussion with phase during termly meeting strategies working well and monitor that TA support and Interventions are being used effectively in response to messages from data analysis.

Additional Assessment Information:

To ensure staff have a clear picture of the cohort they are teaching each year and an overview of school standards, additional assessment information will be provided at the Autumn Term Data Staff Meeting:

- 1) Overview of School Standards (school on a Page showing % of year group at ARE)
- 2) Overview of School Progress (SPTO points made by year group in Maths, Reading & Writing).
- 3) Cohort Standards and Progress Tracker
- 4) Named pupils who have been identified as being “**at risk**” of not making expected ARE levels or not making progress.

This assessment analysis is intended to help class teachers understand the needs of a cohort more quickly and decide on appropriate intervention strategies to ensure standards and progress targets are met.

End of Year Arrangements:

At the end of the Year, key data should be passed onto the next class teacher to ensure smooth transition and so as to ensure new class teachers are aware of pupils at risk of not being at ARE or making the progress they should.

Staff will need to pass on:

- ★ Summary of Standards from School Pupil Tracker for Maths / Reading and Writing
- ★ Number of pupils at Age Related levels
- ★ Transfer Files and Sheets

Overview of Standards & Progress informing School Targets:

To ensure the SLT, key subject co-ordinators and school governors have a good understanding of school data, several proformas will be produced annually:

Standards:

- ★ Annual Standards Tracker to show for **each class** and subject the number of children at ARE as they enter the year, prediction for pupils at ARE by the end of the year, and a review in Feb and July.
- ★ % of Pupils at ARE at the End of Year in Maths, Reading and Writing for each **Year group**.
- ★ **Standards (Attainment) Summary** written in narrative form at the end of the year.
- ★ Presentation of KS2 SATS Data for governors and stakeholders with comparison to previous years.
- ★ Comparison of KS2 results in comparison to the Trust, Derby City and National Data

Achievement:

- ★ Annual Class and Year Group pro forma tracking how much progress has been made across the year.
- ★ Summary of Progress made at the End of Year in Maths, reading and Writing for each Year group.
- ★ **Progress (Achievement) Summary** written in narrative form at the end of the year.

Assessment Acronyms and Terms:

Attainment (Standards) = what the child has achieved

Achievement (Progress) = what progress (or value added - VA) a pupil makes year on year or from KS1 to KS2.

ARE = Age Related Expectations: Pupils who are on track

PPM = Pupil Progress Meeting (Conducted termly between class teachers and Assessment Co-ordinator)

SPTO = School Pupil Tracker - Assessment Management System tracking progress, attendance , vulnerable groups

FFT – Fischer Family Trust - provides high quality performance data to support target setting and self-evaluation.

ASP = Analyse School Performance (new Raise Online)- provides interactive analysis of school and pupil performance data.