

The Wells Schools Federation Assessment 2015 – 2016

CONTEXT

Changes at a national level have resulted in the opportunity for schools to develop their own assessment methods and processes. The schools of the Wells Federation (Alderman Peel High School, Wells Primary and Nursery School and Burnham Market Primary School) agreed a common approach which will ensure consistency for staff, parents and children across all key stages (KS1 to KS4).

- The use of Blooms taxonomy is something all schools have been using to some extent in the recent past and we believe this provides the best foundation to base an assessment methodology. Recent advice from professional organisations has supported this with the need to have a developmental model for all children while deepening, not broadening the curriculum for our most able children.
- Through federation meetings (which included senior leaders from all three schools) the ethos and structure of this assessment structure was formed.
- It is recognised that adaptations may need to be made through time in reaction to information from Quangos, Ofsted and the DfE.
- An effective system clearly informs children, staff, parents and senior leaders with the information they need. It is recognised that different stakeholders require slightly different information for different purposes.
- Please see the attached documents for examples

RECORDING AND REPORTING

EYFS

- WP&N and BMPS utilise Early Excellence procedures to assess children on entry and inform of individual and class needs. This informs planning and the curriculum offer to ensure maximum progress for all.
- Parent consultation evenings are held twice per year. There is also a detailed annual report
- Analysis by the teacher and LT take place after every assessment collection

KS1

- Parents are encouraged to liaise closely with school and this is highly effective due to the inclusive ethos of the schools. Formal parents evenings take place twice per year and parents receive a full written report annually.
- Staff use Pupil Asset to record assessment thresholds being met which allow individual analysis, analysis by class and smaller cohorts such as EAL, gender, LAC, summer born and FSM6.
- "I Can" statements are used in individual children's books to ensure they are part of the process and have a clear understanding of their own targets
- The development of the EYFS curriculum into KS1 ensures a smooth transition for all children. Assessment information is stored using Pupil Asset with whom we have worked with and developed their programming to fit our requirements.
- Phonics is taught exclusively and throughout other learning opportunities. Individual children are carefully monitored and assessed through independent non-threatening situations. From this short and medium term planning is formed. Specific support and intervention is put in place where required using teacher or TA expertise.
- Analysis by the teacher and LT take place after every assessment collection
- Progress is assessed in line with the current position of a child and their likelihood to meet expectations of the National Curriculum for that year.
- Interventions are put in place where appropriate to provide additional support as required
- Our Most Able children are stretched by deepening and applying their knowledge across a range of subjects within the curriculum for that year group.

YEAR 2

- Alongside KS1 procedures specific year two assessment procedures includes preparation for the end of KS1 tests.
- Practice and the actual tests are conducted in a non-threatening way

- Additional support in line with regulations are provided as part of normal practice for children with Special Educational Needs

KS2

- Progress is assessed in line with the current position of a child and their likelihood to meet expectations of the National Curriculum for that year.
- Analysis by the teacher and LT take place after every assessment collection
- Interventions are put in place where appropriate to provide additional support as required
- Our Most Able children are stretched by deepening and applying their knowledge across a range of subjects within the curriculum for that year group.
- Parent consultation evenings are held twice per year. There is also a detailed annual report.

YEAR 6

- Alongside KS2 procedures specific year two assessment procedures includes preparation for the end of KS2 tests.
- Practice and the actual tests are conducted in a non-threatening way by using a wide variety of assessment strategies and ensuring children are not put under unnecessary pressure.
- Additional support in line with regulations are provided as part of normal practice for children with Special Educational Needs

KS3

- Teachers hold their own detailed tracking records in line with the children's own needs for that subject / ability level
- Reporting via our MIS is regular, detailed and assesses a child's current position relevant to the end of year expectations
- End of year expectations have been drawn down from GCSE Assessment Objectives (AOs)
- Detailed tracking of the cohort including groups of children (FSM, EAL, LAC, Male / Female) are held by Heads of Department / Faculties
- Analysis by HOD / DOL and senior LT take place after every assessment collection with a Closing the Gap Group focusing on specific children and support required
- There are two reports for parents each year and an annual parent consultation
- All children are invited to an annual careers convention
- There is a welcome evening for all year seven parents

KS4

- Teachers hold their own detailed tracking records in line with the children's own needs for that subject / ability level
- Reporting via our MIS is regular, detailed and assesses a child's current position relevant to the end of year expectations
- End of year expectations have been drawn down from GCSE Assessment Objectives (AOs)
- Detailed tracking of the cohort including groups of children (FSM, EAL, LAC, Male / Female) are held by Heads of Department / Faculties
- Analysis by HOD / DOL and senior LT take place after every assessment collection with a Closing the Gap Group focusing on specific children and support required

EVIDENCE

- In order to ensure assessments are accurate it is recognised by all that work must be completed independently with the appropriate resources in the correct environment.
- Assessment is carried out through different means such as observations, skillful questioning, written work verbal responses (to adults and others) and written tasks.
- The style of assessment will vary according to age, ability, the assessment criteria, preparation towards external assessments

MODERATION

- Consistency across Key Stages three and four is assured through internal moderation within departments / faculties.
- At EYFS, Key Stage one and two moderation takes place across different year groups within school, within the federation and within the Wells Cluster (Six primary schools)

KS1 and 2 Process 2015-2016

Scale:

Year group	Mastered	Securely on track to achieve the Mastered standard by the end of the year
	Embedded	Securely on track to achieve the Embedded standard by the end of the year
	Developing +	On track to achieve the Embedded standard by the end of year
	Developing	Not quite on track to achieve the Embedded standard by the end of year
	Beginning +	Not on track to achieve the Embedded standard by the end of year
	Beginning	Do not use this

1. Teachers ongoing formative assessment will relate to the new National Curriculum.
2. The end of year expectation is working at the “Embedded standard”.
3. Assessment will focus on the likelihood of achieving the end of year expectation. Eg a child who is on track to achieve the expected standard by the end of the year will be assessed at the “Developing +” standard
4. Children will be assessed against expectations for their year group only.
5. Using I Can statements and knowledge of the End of Year Expectations teachers must make and assess each child in NC Maths, NC Reading and NC Writing using the scale above.
6. This is a “best fit” model”

Before Christmas teachers must share with children the I Can Statements with their children. A copy of them must be in the relevant book to allow them to refer (with staff support) to them and take some responsibility for their own learning and provide the opportunity to self / peer assess.

Moderation

Within the new system moderation is vital to ensure consistency and accuracy so intervention is effectively targeted in supporting children who are not on track to achieve the embedded standard. Moderation is part of the normal expectations and teacher standards and will take place internally and externally with Burnham Market and Cluster schools. All staff are expected to play a full role in moderation (which is directed time). Emails of staff across APHS, WP&N and BMPS have been circulated and all teachers are encouraged to liaise with teachers in other schools.

Parents

All parents (years 1 to 6) will receive a letter explaining the assessment process for 2015 – 2016 and a National Curriculum Guide for Parents from Alastair so they are also informed of expectations and how we are assessing their children.

KS3 and 4 Process 2015-2016

KS3

- The challenges associated with Assessment without Levels in KS3 have been met in a few ways across different subject areas, all of which focus on students making at least expected progress from their KS2 starting points.
- At the forefront of this, the most widely used model generates 4 assessment objectives dropped down from reformed GCSE Assessment Objectives (as described above).
- Students are then classified as Low, Middle or High Prior Attainment based upon data from FFT Aspire on KS2 attainment.
- It is therefore possible for two students to achieve the same mark in an assessment but for one to be deemed as above expected progress and the other below expected progress due to the different starting points of the two students.
- Where students are not making sufficient progress then intervention may be administered using a variety of teacher-determined strategies.

Scale

- At each assessment point, students are then assessed against age-related and prior attainment-related expectations in order to assess whether students are making progress which is:
 - well-above expected (+2- blue);
 - above expected (+1 green);
 - expected (0 white);
 - below expected (-1 yellow);
 - well below expected (-2 red).
- Attitude to Learning is (AtL) also assessed using:
 - 1 – Outstanding
 - 2 – Good
 - 3 – Requires Improvement
 - 4 – Inadequate

Moderation

- Within the new system moderation is vital to ensure consistency and accuracy so intervention is effectively targeted in supporting children who are not on track to achieve the embedded standard.
- Moderation is part of the normal expectations and teacher standards and will take place internally and externally with other Secondary Schools where available.

Parents

- Parents will receive a short report (containing AtL and Progress) and a Long report (AtL, Progress and Subject Comment) each year, as well as a parent consultation evening.
- All student performance data is also uploaded to the SIMS Learning Gateway.

KS4

- Year 11 target grades have been set using FFT20 GA data sets for all students in all subjects. This therefore sets aspirational goals for students to strive towards.
- In order to meet the demands of new accountability measures (Attainment 8 and Progress 8), Year 10 targets grades have been set using FFT20 GA data, but then manually adjusted to ensure that all students are targeted towards making expected progress from their KS2 starting points.
- Progress 8 estimates have been taken from the 2015 progress estimates published by the DfE in performance tables.
- For the purposes of those sitting exams in 2017 onwards (current Year 10 onwards), KS2 starting points are determined using the mean average of their KS2 Maths and KS2 READING fine points scores.

- The use of KS2 reading, rather than English overall, has raised the KS2 starting points for the majority of students and subsequently leads to higher Progress 8 estimates.
- For example, a student with prior attainment of KS2 Writing 4.0, Reading 4.5 and Maths 5.0 would now have a KS2 starting point of 4.75 and be expected to achieve 52.48 points rather than a starting point of 4.5 and Progress 8 estimate of 45.52 points.
- Targets have also ensured that students achieve the correct number of points in each subject 'bucket' from progress 8 estimates.

Scale

- Half-termly assessment collections are then made comprising of staff 'Professional Predictions' on student outcomes. I.e. The grade that teachers think is likely to be achieved at the end of the course of the student was to continue to make the same rate of progress.
- These judgments are fine graded (+/-) in order to indicate how secure each grade is.
- In Year 10, reformed GCSE qualifications are being taught on a new 1-9 scale in English and Maths, with all other courses remaining on A*-G scales until new courses start in September 2016.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

GOOD PASS (DPE)
 5 and above = top of C and above

AWARDING
 4 and above = bottom of C and above

Moderation

- Within the new system moderation is vital to ensure consistency and accuracy so intervention is effectively targeted in supporting children who are not on track to achieve the embedded standard.
- Moderation is part of the normal expectations and teacher standards and will take place internally and externally with other Secondary Schools where available.
- Professional predictions are moderated during through subject quality assurances procedures and become the basis for whole-school and subject-level interventions.
- Where appropriate, changes may be made to student curriculum in order to ensure they achieve at the appropriate level for their starting points.

Parents

- Parents will receive a half-termly short report (containing AtL and Progress) and a Long report (AtL, Progress and Subject Comment) each year, as well as a parent consultation evening.
- All student performance data is also uploaded to the SIMS Learning Gateway.