



Hardingstone Academy

Assessment Policy 2021-2022

We will always keep our eyes on the stars and our feet on the ground.



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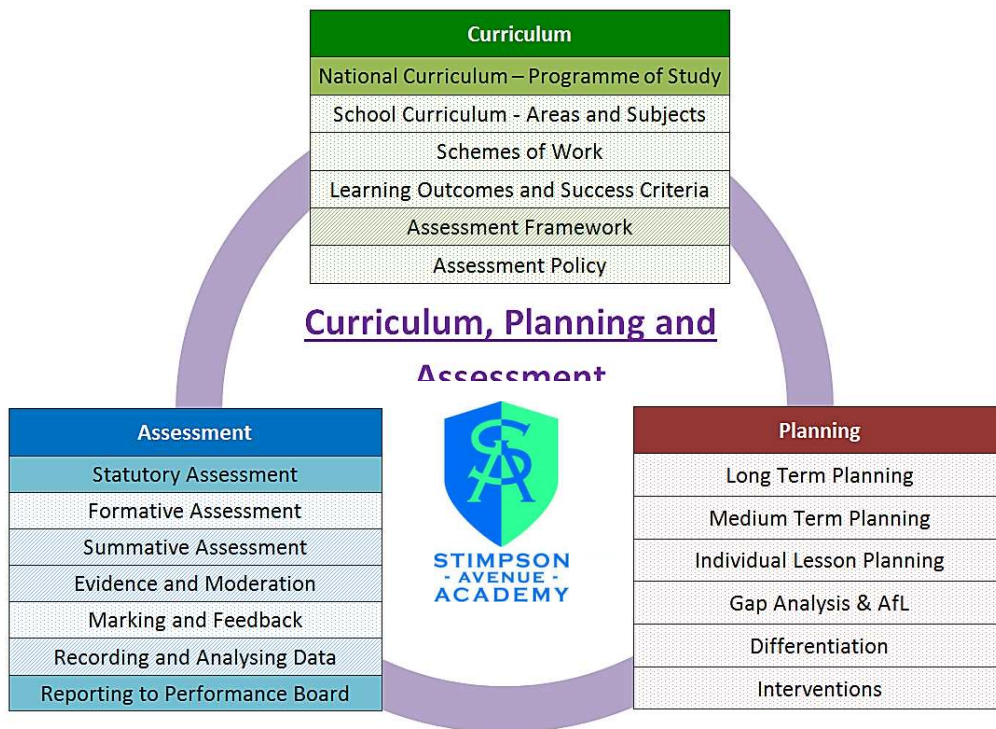
Policy type:	
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The purposes and principles of assessment

Since the Government has removed levels as a means of assessing and measuring progress, schools have the freedom to select their own approaches to formative and summative assessment. This has provided EMLC Academies, like all other schools, the opportunity to consider their own approach to assessment taking into consideration what best suits their pupils, curriculum and staff.

As a Trust we recognise that our academies should have a level of autonomy to develop approaches that suit their own settings. In light of this we feel it is important not to impose one particular system on all but instead allow them to work together and support each other in developing approaches that are appropriate for their own situations and needs. There are however, areas where commonality is helpful. Below is an overview to show the areas where consistency is expected. This includes where schools may be using the same assessment tools but applying them differently. This is to ensure that our Academies are collaborating, challenging and supporting each other to implement and improve systems for the benefit of pupils and staff.



Key	
	Consistent
	Consistent when using the same approach/method
	Independent

When
guida
2015 – Chaired by John McIntosh CBE.



We recognise that effective assessment should be clearly tied to its purpose. In devising assessment approaches we will be considering;

- The reason we are assessing pupils
- What the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

There are three broad overarching forms of assessment (each with its own purposes)

Day-to-day formative assessment	in-school assessment	In-school summative assessment	Nationally standardised summative assessment
<ul style="list-style-type: none"> • Ongoing observations • Targeting questions • Providing written and verbal feedback • Peer assessment • Self-evaluation • Question and answer sessions 	<ul style="list-style-type: none"> • End of year testing • Short end of topic or unit assessments • Reviews for pupils with SEN and disabilities, e.g. review of pupil passports and setting individual targets 	<ul style="list-style-type: none"> • National Curriculum tests at the end of Key Stage 2 • National Curriculum teacher assessments at the end of Key Stage 1 • Year One Phonics Check 	



CONTENTS PAGE

1) The principles and aims of assessment

- 1.1 Different Types of Assessment and Purpose of Assessment
- 1.2 Assessment Arrangements
- 1.3 Teacher Workload
- 1.4 Best Practice
- 1.5 Access Arrangements

2) Arrangements for the governance, management and evaluation of assessment

- 2.1 Management of the Assessment Policy
- 2.2 Governance of the Assessment Policy
- 2.3 Review of Policy and Practice
- 2.4 Moderation of Assessment Judgements

3) Information about how assessment outcomes will be collected and used

- 3.1 Data Collection
- 3.2 Use of Data
- 3.3 Reporting Arrangements and Sharing Data
- 3.4 Communication of Data
- 3.5 Workload Arrangements
- 3.6 Monitoring

4) Arrangements for ensuring teachers are able to conduct assessment competently and confidently

- 4.1 Ensuring a good understanding of assessment and assessment practice amongst all teachers
- 4.2 Professional Development Opportunities
- 4.3 Sharing Best Practice

5) Detail about the approach to different forms of assessment

5A. Day-to-day in-school formative assessment

- 5a.1 Growth Mindset
- 5a.2 Formative Assessment
- 5a.3 Methods of Formative Assessment
- 5a.4 Pupil Involvement
- 5a.5 SEN and Disabilities



5B. In-school summative assessment

- 5b.1 Summative Assessment
- 5b.2 Formative Use
- 5b.3 Bench-Marking
- 5b.4 Commercial Tests
- 5b.5 Standardisation

5C. Nationally standardised summative assessment

- 5c.1 Reception Baseline
- 5c.2 Year 1 Phonics
- 5c.3 Year 2 Phonics
- 5c.4 Key Stage 1 SATs
- 5c.5 Key Stage 2 SATS



Hardingstone Academy Assessment Policy

1). The Principles of Assessment:

At Hardingstone Academy, we endeavour to support all pupils in making better than expected progress and raise confidence and self-esteem. We see assessment as central to this. We value the way in which all children are unique and assessment will determine the teaching and learning, current performance and ability within lessons and over time for all groups of pupils. Since September 2015, the school has been following the new National Curriculum. The Assessment policy has been adapted in response to these changes. Assessment is a continuous process, which is integral to teaching and learning allowing children to achieve their true potential.

Aims:

- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children
- To gather information about the performance and internally track individual children, groups and cohorts in order to inform target setting and to monitor progress
- To ensure children progress, knowing their achievements and what they need to do next.
- To provide information to inform the school's strategic planning and to inform teachers planning
- To allow children to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement
- The positive achievements of a child to be recognised and the next steps planned
- Learning difficulties to be identified more quickly and appropriate help given to close the gap
- The overall achievements of the child can be recorded systematically
- The school and child's achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

Principles:

The principles that underpin assessment at Hardingstone Academy are:

Assessment is at the heart of teaching and learning.

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for students to demonstrate and review their progress.

Assessment is fair.

- Assessment is inclusive of all abilities.



- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment is honest.

- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

Assessment is ambitious.

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.

Assessment is appropriate.

- The purpose of any assessment process should be clearly stated.
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parent and teachers to plan future learning.

Assessment is consistent.

- Judgements are formed according to common principles.
- A school's results are capable of comparison with other schools, both locally and nationally.

Assessment outcomes provide meaningful and understandable information for:

- Pupils in developing their learning;
- Parents in supporting children with their learning;
- Teachers in planning teaching and learning.

Best Practice

- The Head of School works in collaboration with others in the Academy Trust to evaluate, refine and develop assessment approaches.



- Hardingstone Academy regularly seeks opportunities to compare and improve its approaches using research and collaboration with other schools, for example, through trust moderation exercises.

Using the principles and processes of assessment we will:

- Monitor progress and support learning
- Recognise the achievements of pupils and identify any areas of development
- Inform pupils of their progress and next steps
- Guide planning, teaching, additional support, curriculum development and resources
- Inform parents and the wider community of pupil achievement
- Provide information to ensure continuity when the pupil changes school or year group
- Comply with statutory requirements

1.1 Different Types of Assessment and Purpose of Assessment

We recognise that different types of assessment serve different purposes for various stakeholders, including pupils, parents, teachers and support staff, school leaders, school governors and Ofsted.

1.1.1 Day-to Day in-School Formative Assessment

For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against the learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and the school in supporting children's education.

For teachers, HLTAs and Teaching Assistants:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.



For school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

For Ofsted: Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools.

1.1.2 In-School Summative Assessment

For pupils:

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

For parents:

In-school summative assessment can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period of time, often a term, half-year or year.

For teachers, HLTAs and Teaching Assistants:

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

For Ofsted: Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance.

1.1.3 Nationally Standardised Summative Assessment

For pupils and parents:

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.



For parents:

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally.

For teachers, HLTAs and Teaching Assistants:

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

For Ofsted: Nationally standardised summative assessment provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

1.2 Assessment Arrangements

1.2.1 In-School Formative Assessment

- A combination of daily assessment for learning strategies (AfL) alongside more formal formative assessments are used to identify gaps in learning, inform future planning and support teacher judgements at half-termly pupil progress meetings.
- More detailed information is in [Section 5A](#)

1.2.2 In-School Summative Assessment

- A commercial assessment package is used to assess children at the end of each term
- More detailed information is [Section 5B](#)

1.2.3 Assessment Cycle

Assessment is systematically used to track every cohort and pupil in the school. It is through an effective tracking system that the needs of every pupil can be met and the Academy can develop a clear understanding of how to raise standards. (See [Appendix 1](#))

The assessment cycle at Hardingstone academy includes:



- A baseline assessment of pupils who are new to country or transfer from another school
- An end of year assessment
- Termly formative assessments in reading, SPaG and maths.
- On-going Teacher assessments in writing
- Practice SATs papers in years 2 and 6.
- Statutory end of key stage 2 assessments.
- Statutory end of key stage 1 assessments
- Practice Phonic checks in Year 1 (and Y2 phonics check retake for those who didn't pass in Y1)
- Year 1 phonics check (and Y2 phonics check retake for those who didn't pass in Y1)
- Intervention assessments based on pupils start point and end point
- Pupil Progress Meetings on a half termly basis

Pupil Progress Meetings

Each term, teachers will complete a Pupil Progress Meeting Proforma (Appendix 5). Outcomes from the proforma will help to form the basis of the meeting. The Head of School, Assessment Lead and subject leaders will have access to most recent data and will use this to analyse pupil performance and gaps in attainment. This analysis will also help to form the direction of the meetings. Judgements will be moderated using a range of evidence provided during the meeting. Results from discussions will be considered when identifying pupils who are working below expected levels and the relevant interventions required.

1.3 Teacher Workload

- 1.3.1 The Head of School and senior leaders are aware of the workload challenge that assessment can place on teachers. The timetable of monitoring and assessment is carefully monitored to avoid unnecessary recording and tracking. Staff are involved in discussions regarding timetabling of assessments.

1.4 Best Practice

- 1.4.1 Senior Leaders work in collaboration with others in the Academy Trust to evaluate, refine and develop assessment approaches
- 1.4.2 Hardingstone Academy regularly looks out for opportunities to compare and improve its approaches using the most current and up-to-date research.

1.5 Access Arrangements

- 1.5.1 Hardingstone Academy follows access arrangement guidelines to support all pupils with additional needs through a variety of appropriate means including readers, prompters, scribes, transcribing and additional time.
- 1.5.2 Assessments are delivered in a variety of ways including one-to-one support, small group work as well as some pupils attempting different levels of



assessment according to their needs in order to maximise their success and usefulness of data.

2. Arrangements for the governance, management and evaluation of assessment

2.1 Management of the Assessment Policy

2.1.1 Head of School's/Assessment Management Responsibility

- To moderate assessments regularly and provide data analysis reports to staff, LGB and EMLCAT performance board.
- To hold teaching staff to account for pupil progress using rigorous pupil progress meetings and performance management to address underperformance and set targets.

2.1.2 SLT's Responsibility

- Maths and English leaders to monitor and analyse data available on a termly basis to identify gaps within teaching and learning and attainment.
- The Inclusion manager will be responsible for monitoring the progress of all groups of pupils including those with special educational needs.

2.1.3 Teacher's Responsibility

- It is the class teacher's responsibility to ensure that assessment is carried out effectively and accurately to inform planning.
- They will accurately mark and analyse gaps in understanding using regular formative assessments. These assessments in turn will form the focus of their planning.
- Teachers are responsible of ensuring the needs of individuals within their classroom are met. This includes ensuring that gaps are closed with relevant interventions.
- They will also mark tests every term and input results into the tracker sheets in preparation for Pupil Progress Meetings.

2.2 Governance of the Assessment Policy

2.2.1 The members of the Academy Improvement Board are responsible for holding the Head of School and SLT to account on a half-termly basis in aspects of attainment and progress.

2.2.2 Attainment and progress targets are included within the performance management target of the Head of School and Key Stake Holders

2.3 Review of Policy and Practice



- 2.3.1 The Assessment Policy will be reviewed regularly through data reports presented to the LAB.
- 2.3.2 Classroom use of AFL strategies will be reviewed during lesson observations and through looking for evidence in planning and marking
- 2.3.3 Book scrutiny's are held termly to monitor the effectiveness of the feedback policy and the frequency and impact of peer and self-assessment taking place
- 2.3.4 Pupil Progress Meetings are held termly to moderate teacher assessed judgements
- 2.3.5 Termly test use is reviewed termly for impact and effectiveness

2.4 Moderation of Assessment Judgements

Regular moderation and standardisation of judgements take place each term to ensure consistency of judgements of children's learning and progress. Standardisation of judgements will be ensured.

Both teacher assessments and formal assessments (tests) are moderated by Senior Leaders to ensure parity every term. Assessment data informs teacher appraisal targets to ensure pupil progress is at the heart of whole school improvement.

Following assessment, data is analysed in detail and Pupil Progress Meetings are held with all staff to identify pupils who may require further intervention and support on assess progress on a half termly basis. Lesson Observations focus on these pupils to ensure accelerated progress is being addressed within teaching.

- 2.4.1 Moderation takes place to ensure that teachers have a shared understanding of the standards that the children are expected to achieve.
Planned moderation and quality assurance activities:
 - Phase Leaders are to ensure that the planning within their phase has been informed by teacher's judgements.
 - Individual teachers make sure assessment is an integral part of the learning and teaching. They are encouraged to regularly self-review their practice at staff meetings and CPD sessions.
 - Teacher's termly plans and pupil progress are discussed with Senior Leaders.
 - Senior Leaders sample and scrutinise pupil's work.
 - There is termly tracking of pupil achievement and attainment alongside professional dialogue.
 - Senior Leaders monitor lessons, quality assuring the pupils' experiences. This includes observation of breadth, progression, depth, challenge, enjoyment, relevance, personalisation and choice.
 - Teacher Peer observations take place to enable and encourage the exchange of ideas and good practice.
 - Staff moderate writing termly in staff meetings.
 - Senior Leaders and the Head of School moderate English and Maths standards termly.
 - External Practitioners are used to ratify judgements.



3) Information about how assessment outcomes will be collected and used

3.1

Data Collection

3.1.1 Summative Assessments

NTS data is recorded termly for maths and reading.

3.2 Use of Data

3.2.1 Records of the outcomes of assessment provide evidence of what pupils can do. Our records help us to:

- To assess prior knowledge so starting points are appropriate.
- Track the progress of individual pupils or groups of pupils
- Identify patterns over time
- Confirm end of year and statutory end of key stage teacher assessment
- Set individual and group targets for improvement
- Track individual progress at regular intervals throughout the year
- Plan support for individual pupils or groups of pupils
- Discuss pupils' progress with their parents and other staff

3.2.2 On-going classroom record keeping takes a variety of forms arising out of the continuous assessment process e.g. annotations on planning.

- Records are manageable, accessible, useful and easy to interpret.
- Records identify and describe the progress and achievement of the pupils within the whole curriculum.
- Records are based on evidence.
- During on-going transition meetings records are shared and discussed with the next class teacher.

3.2.3 Teachers make their own informal assessments in the course of day-to-day teaching and this is included on annotated planning.

3.2.4 The end of Key Stage 2 assessments are finalised according to the statutory procedures and the results are formally recorded.

3.2.5 Storage of Records:

Child's Personal Record Folders Contain:

- Statutory and non-statutory task and test papers
- Pupil's Interim Reports (including target setting)
- Pupil's End of Year Reports (including target setting)



Assessment Evidence:

- Completed Assessments
- Intervention Records
- Pupil Passports with on-going annotations, where appropriate

3.3 Reporting Arrangements and Sharing Data

3.3.1 The Governors

- The percentage of pupils at each stage in learning (Working Towards, Expected and Greater Depth) for each year group
- See Appendix 5 (Pro forma for reporting to Governors)

3.3.2 EMLC Academy Trust Performance Group

- The percentage of pupils in Year 6 currently working at the end of year expected standard
- See Appendix 6 (Pro forma for reporting to the Performance Group)

3.3.3 Parent/ Teacher Consultations

- Formal parent consultations are held during the Autumn and Spring terms in which we expect 100% of parents to attend. Non-attendees will be passed to the admin team who will contact parents to arrange a meeting at a more convenient time.
- In the Summer Term there is an optional consultation evening where parents can celebrate success and discuss next steps in their educational journey.
- During consultations, parents receive information about their child's progress, attainment and effort. Parents are also informed about their children's next steps, including targets, to enable them to progress further in all aspects of their learning, including Reading, Writing and Maths. Children are expected to share their key success and challenges within these meetings and parents are encouraged to provide feedback on their child's learning experience.
- For those pupils with additional needs, specific arrangements are made to provide opportunities to discuss in further detail their provision and targets within their IEPs.

3.3.4 Sharing Assessment with Parents

- Additional meetings can be arranged by appointment via the class teacher or school office.
- A weekly newsletter is written by the Head of School to inform the parents of whole school successes and focuses. This may include listing stars of the week, head teacher's awards, sporting successes and upcoming whole school priorities.



3.3.5 Formal Written Reports

- An End of Year report on achievements during the year includes attainment (maths, reading, writing, grammar, spelling and punctuation). Comments are made in relation to individuals' effort and attitudes towards their learning. A comment from the Class Teacher, reflecting on the report and targets for the following academic year are also included.
- The children are active participants in their reports and are asked to comment on different areas of their learning. These comments will help form the dialogue between the teacher and the child creating a child-centered report. There is a section on the report for pupils to add a comment.

3.3.6 Reports on Transfer

- When pupils transfer to another school, other than normal transfer to secondary school at the end of Year 6, all their records are sent to the receiving school. Records include the Foundation Stage Profile, evidence and results from statutory and non-statutory tasks and tests, pupil profiles, records of special educational needs where applicable.
- At the end of Year 6 when a child leaves the school, records are forwarded to the child's new school along with a transfer form as required by the DfE.

3.4 Communication of Data

- 3.4.1 The communication of data will be monitored to ensure that all stakeholders have a clear understating of the process and outcomes of assessing pupils and that it achieves its purpose and maximises impact.
- 3.4.2 Evenings for parents are planned allowing teachers to explain the language of assessment used within the Academy and giving opportunities for questions.

3.5 Workload Arrangements

- 3.5.1 Arrangements are monitored to ensure data is only ever collected, shared and used appropriately, without causing unnecessary additional workload.
- 3.5.2 Senior leaders work together to analyse data and report trends to teaching staff, enabling them to focus formative assessment, planning and resourcing teaching and learning.

3.6 Monitoring

- 3.6.1. In order to guard against the potential distortion of assessment outcomes, learning walks during assess and review weeks identify practices, which are consistent across the school.
- 3.6.2. Spot checking of marked papers to evidence that marking schemes have been followed and interpreted consistently
- 3.6.3. See also section [2.4 Moderation of Assessment Judgements](#)



4) Arrangements for ensuring teachers are able to conduct assessment competently and confidently

4.1 Ensuring a good understanding of assessment and assessment practice amongst all teachers

- 4.1.1 The Head of School has trained Senior Leaders in holding a pupil progress meeting and moderating judgements and standards against a variety of evidence
- 4.1.2 Staff meetings take place regularly to clarify practice and procedures for assessment and sharing of strategies to enable pupils to achieve outcomes reflecting their true potential
- 4.1.3 Peer-to-peer support and observations identify effective techniques for formatively assessing pupils.
- 4.1.4 Updates on procedures for national statutory assessments are shared with all staff

4.2 Professional Development Opportunities

- 4.2.1 The Head of School recognises opportunities for professional development opportunities on assessment and takes responsibility for ensuring that staff have access to these.
- 4.2.2 Staff are encouraged to request opportunities to further their own professional practice in their performance management reviews and through discussions with their line manager at any point during the year.

4.3 Sharing Best Practice

- 4.3.1 The Academy will stay abreast of good practice through attending regular Head of School Meetings provided by the local authority and EMLC Academy Trust.
- 4.3.2 Government legislation and documentation will be followed to ensure legal statutory requirements are adhered to

5) Detail about the approach to different forms of assessment

5A. Day-to-day in-school formative assessment

"Formative assessment is the right bridge between teaching and learning. It's only through assessment of some kind that you know whether what has been taught has been learned. That's why I think this focus on this assessment process, minute by minute, and day by day, not at the end of a sequence of learning... allows teachers to reflect on their practice and make small steps in improving that practice in a more powerful way than anything we have seen before." Dylan Williams

5a.1 Growth Mindset

Hardingstone Academy aims to build a culture where every pupil believes they can reach the highest attainment they are capable, celebrating the key milestones of their individual learning journey. Our school motto, 'We dream. We believe. We achieve.' underpins all we do as educators to actively encourage the children to avoid ideas of



fixed ability and encourage them to be aspirational when setting goals. It is our belief that if children are assessed effectively and challenged regularly every child can succeed. We also believe that part of this growth continuum involves recognising pupils achievements at key milestones on their developmental journey.

Examples of recognising Pupil achievement

- Awards presented in Assemblies
- Merit certificates, stickers and rewards
- House Points (to be introduced Autumn 2018)
- Sports awards

5a.2 Methods of Formative Assessment

5a.3.1. Self-Assessment

Self-Assessment encourages pupils to assess their own progress to develop independent learning in order to:

- Inform them of areas they can improve on, by encouraging them to consider their own work
- Inform them of ways in which to improve
- Actively involve them in the feedback process
- Actively involve them in setting targets for improvement, challenge and development. With practice, the pupils themselves can devise learning intentions.

5a.3.2. Peer Assessment

Peer Assessment encourages pupil collaboration in order to share standards and expectations. It can take place in pairs or groups.

Peer Assessment at Hardingstone Academy includes peer marking, talk partners and collaborative working. Success Criteria is provided to pupils to help structure peer-marking and focus feedback on the learning intention.

5a.3.3. Teachers Formative Assessment

These strategies include:

- Clear Learning intentions linked to specific success criteria
- The use of rich question and answer sessions
- Randomisation of pupil choice when answering questions
- Wow Weeks and KWL grids when starting topics
- Learning conversations/Talk partners (observed by or fed back to teacher)
- Mini Plenaries



- Quality marking and feedback (See Feedback Policy)
- Provision passports for children targeted with additional support (See SEN Policy)
- Electronic tracking system (SIMS)
- Written feedback

5a.3 Pupil Involvement

Pupils are integral to the assessment process.

Alongside peer and self-assessment, marking informs pupil progress through key questions being asked by teachers and response time given to pupils. Pupils are encouraged to respond to comments made by teachers in order to review and improve work.

5a.4 SEN and Disabilities

5a.5.1.

Pupils identified on the SEND register are assessed in line with other pupils using appropriate formative assessment tests from appropriate year groups to support the on-going teacher assessment of pupils. P scales may be used if appropriate to give a score and appropriate targets to children with SEND.

As recommended by the 2014 SEND Code of Practice, we have a graduated response to pupils who are not making the expected rate of progress through accessing the school's inclusive curriculum via their class teacher's quality first teaching. Children identified as having not made the expected rate of progress or attainment are registered on the school's informal record of concern and appropriate interventions are put in place. Children identified as SEN support are placed on the SEN register and personalised interventions and provisions are put in place. These interventions are reviewed half-termly. Hardingstone Academy maintains high expectations of every pupil but recognises that sustained progress may look different for individual pupils with special educational need arising from their low cognitive abilities.

5a.5.1. Inclusion Passports

- An Inclusion Passport describes the nature of the child's additional support needs, the targets they are working towards, how to achieve these targets and specific success criteria. The frequency of intervention sessions is also included with a date for review. An Inclusion Passport is appropriate when a child requires more detailed, individual planning for learning, or where substantial adaptation to the curriculum is needed. (For children of whom demonstrating progress in line with other children is difficult, progress demonstrated using the Pebbles document.)
- Monitoring of Inclusion Passports takes place in Hardingstone Academy, on a termly basis, by the class teacher, the SENCO and other adults within the school involved in delivering interventions. Parents and pupils are kept fully involved in this process.



Gifted and Talented Pupils

Teacher assessment and testing is used to plan for children who are working well beyond their peers, to extend and direct learning and assessment opportunities for children working beyond their peers. However, in the new curriculum the depth of learning and mastery is more important than children being pushed to work at subsequent year group objectives. **This should only be done in liaison with a phase leader.**

Pupil Premium Pupils

Assessment will be used effectively to determine the current learning and achievement for these pupils, what they currently know and the gaps in learning that need to be closed. The ultimate aim for these pupils is for there to be no gap between the attainment of the Pupil Premium Pupils and the non-Pupil Premium Pupils and in many cases, for this to occur, they will need to make accelerated progress to meet this aim.

5B. In-school summative assessment

5b.1 Summative Assessment

At Hardingstone Academy we understand the need for summative assessment as part of the continuous assessment of teaching and learning. Summative Assessment measures what has been learned, in order to provide valuable information to teachers, pupils and parents on what knowledge and skills have been attained. We recognise the importance of summative assessment to aid stakeholders in ascertaining gaps within teaching and learning enabling teachers to be more effective in planning for progress.

5b.1.1. Summative Tests

Pupils will be assessed termly using the PIRA and PUMA tests for reading and maths and Rising Stars tests for SPAG.

5b.1.2. Additional summative assessments used in Hardingstone Academy include:

- Spellings – The Read, Write Inc. spelling program is used throughout the Academy.
- Times Tables Rock Stars is used to monitor progress in Times Tables

5b.1.3. The Early Years Foundation Stage Profile

- Cluster moderation takes place during the spring and summer term; this is across parallel classes and cluster schools.
- Evidence is collected through observation and discussion and these are recorded in pupils learning journeys.
- Photographic evidence is also collected along with pupil quotations. Along with any written work, these form the basis of the ongoing teacher assessments in line with National Expectations.



- Senior Leaders within the Early Years analyse this data termly and present this to the Head of School and Assessment Lead. This is then reported to the Academy Improvement Board.

5b.2 Formative Use

- 5b.2.1.** PIRA and PUMA tests are used to review learning and progress, Hardingstone Academy recognises that information from these can inform future planning. Gap analysis of these tests is used to support evidence of pupil understanding and also for recognising next steps and targets for future improvements.
- 5b.2.2.** The test outcomes are also used to review the quality of teaching in different topics by looking at outcomes demonstrating pupil understanding in each topic area.

5b.3 Bench-Marking

- 5b.3.1.** The use of standardised tests enables Hardingstone Academy to monitor the progress of pupils throughout the school and provide evidence to support teacher judgements and inform all stakeholders.
- 5b.3.2.** The Ages and Standardised Scores from PUMA and PIRA assessments will be used termly to track progress in Reading and Maths across the whole school.

5b.4 Commercial Tests

- 5b.4.1.** Thorough research was undertaken to select the most appropriate commercial test for the Hardingstone's requirements. PUMA and PIRA were selected as they are validated and it is believed that the information provided by the tests is well grounded, ethical and supports teaching and learning.
- 5b.4.2.** Assessments will be monitored and moderated to ensure that they are administered in line with test protocols.

5b.5 Standardisation

- 5b.5.1.** In light of changes to assessment in Primary schools, with the removal of levels and changes to assessments and reporting at the end of Key Stage 2, Hardingstone Academy has chosen to support teacher assessment by use of standardised tests. The PUMA and PIRA assessments have been standardised through trials with over 10,000 pupils nationally to provide a benchmarking not available yet through the national SATs Assessments.

5C. Nationally standardised summative assessment

5c.1 Reception Baseline



- Hardingstone Academy has selected to use Early Excellence EExAT for its Reception Baseline.
- It is completed within the first 6 weeks of starting school.
- Involvement and wellbeing levels are monitored to ensure that pupils are ready to sit the assessments. However, it must be completed within the first 6 weeks even if by the end of that period their well-being and involvement are below typical.
- The assessments take place through observations and questioning with a child being recorded as successful or not for each question.
- Across parallel classes, teachers moderate outcomes, these are also moderated during early pupil progress meetings.

5c.2 Year 1 Phonics

- Phonics screening checks are completed in line with government expectation and take place in June.
- The Year 1 class teachers or a member of the SLT administers the assessment using the documentation provided.
- Some of the Phonic Checks are observed by the reading leader to ensure consistency of assessment.
- Responses are marked as correct or incorrect providing a total score for each pupil.
- Outcomes are entered onto a data system and the child will then receive a pass or fail result depending on the threshold.

5c.3 Year 2 Phonics

- Pupils who failed the Phonics Screening Check in Year 1 or were not ready to sit that assessment retake the test in Year 2.
- This takes place with identical arrangement to Year 1 but with the Year 2 teacher.

5c.4 Key Stage 1 SATs

- These can be administered throughout May
- Tests will be provided in Reading, SPAG and Maths to be sat and marked internally
- Teachers will translate the raw score for each pupil into a scaled score which will be used to inform teacher assessment judgements.
- Moderation of judgements might be made by a local authority representative if the Academy is selected.
- Cluster and within school moderation will take place .

5c.5 Key Stage 2 SATS



- Timetabled Tests are provided in Reading, SPAG and Maths, which are marked externally.
- Papers are kept securely locked prior to the morning of the test.
- Pupils will take the tests in their usual classroom in accordance with guidelines.
- Moderation of writing will take place after the results are submitted.



Hardingstone	Assessment Week	Results for Staff	Deadline	Pupil Meetings	Progress
Autumn 1					
Autumn 2					
Spring 1					
Spring 2					
Summer 1					
Summer 2					

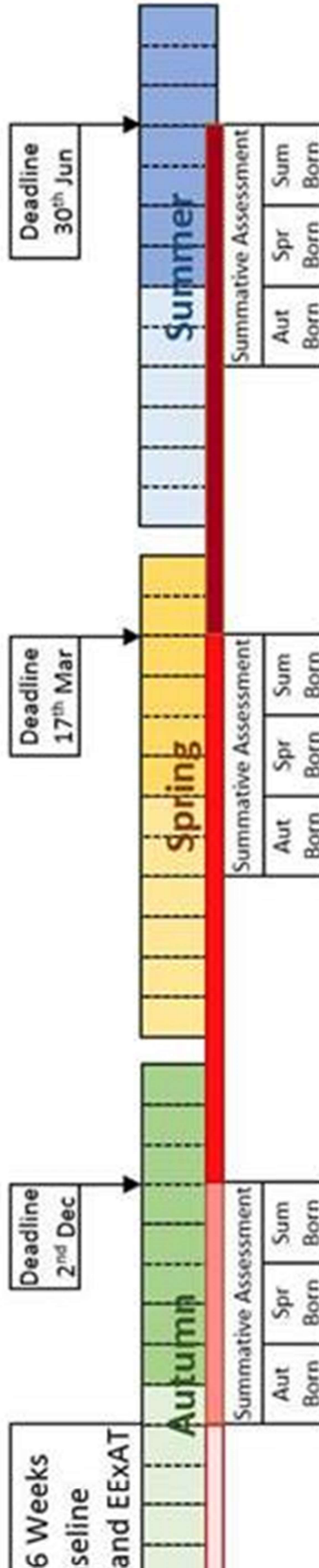
Appendix 1: Summative Assessment Schedule - TBC



Year	Subject	Autumn	Spring	Summer
Reception		See separate assessment timetable		
Year 1	Maths	PUMA 1 Autumn	PUMA 1 Spring	PUMA 1 Summer
	Reading	PIRA 1 Autumn	PIRA 1 Spring	PIRA 1 Summer
	SPAG	Year 1 RS Autumn	Year 1 RS Spring	Year 1 RS Summer
	Phonics	Mock Baseline check:	Mock check	Mock check June: Phonics Check
Year 2	Maths	Sample SATs 2015	SATs 2016 Paper	SATs 2017 PUMA 2 Summer
	Reading	Sample SATs 2016	SATs 2016 Paper	SATs 2017 PIRA 2 Summer
	SPAG	Sample SATs 2016	SATS 2016 Paper	SATs 2017 PIRA 2 Summer
	Phonics (Resit Ch.)	Mock Baseline check:	Mock check	Mock check June: Phonics Check
Year 3	Maths	PUMA 3 Autumn	PUMA 3 Spring	PUMA 3 Summer
	Reading	PIRA 3 Autumn	PIRA 3 Spring	PIRA 3 Summer
	SPAG	Year 3 RS Autumn	Year 3 RS Spring	Year 3 RS Summer
Year 4	Maths	PUMA 4 Autumn	PUMA 4 Spring	PUMA 4 Summer
	Reading	PIRA 4 Autumn	PIRA 4 Spring	PIRA 4 Summer
	SPAG	Year 4 RS Autumn	Year 4 RS Spring	Year 4 RS Summer
Year 5	Maths	PUMA 5 Autumn	PUMA 5 Spring	PUMA 5 Summer
	Reading	PIRA 5 Autumn	PIRA 5 Spring	PIRA 5 Summer
	SPAG	Year 5 RS Autumn	Year 5 RS Spring	Year 5 RS Summer
Year 6	Maths	SATs Sample Paper	SATs 2016 Paper	SATs 2017
	Reading	SATs Sample Paper	SATs 2016 Paper	SATs 2017



	SPAG	SATs Sample Paper	SATs 2016 Paper	SATs 2017
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Appendix 2: Different Forms of Assessment

Core Principle:

To use a range of assessment strategies, to promote a **high achievement culture** and expect every pupil to reach the highest possible level of attainment that they are capable of.

- Formative, diagnostic and summative assessment will be used effectively to inform planning, teaching, learning and maximise pupil progress for all groups of pupils.
- The range of assessment techniques will be used to inform and close any gaps.

Defining Formative Assessment at Hardingstone Academy


Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of pupil comprehension, learning needs, and academic progress during a lesson, a series of lessons and over time.

At Hardingstone Academy **formative assessment** is pivotal to daily teaching; it creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress: Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AFL takes place on a daily basis during every lesson and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school.

Purpose of Assessment FOR learning:

- * Pupils' learn more effectively.
- * Provides information needed to adapt teaching and learning.
- * Demonstrates the pupils learning at that moment in time.
- * Enables timely interventions and to address misconceptions and extend learning within lessons.
- * Enables us to constantly assess where the children are and ensure they are continuing to make progress within every lesson.
- * As a result of AFL, pupils will be more involved in the learning process, independence developed and pupil learning behaviours and engagement promoted.



	Formative Assessment		Examples of Assessment Methods
	For the child	For the teacher	
During the lesson	 <p>1, Support with identifying strengths and weaknesses</p> <p>2, Identify barriers to learning,</p> <p>3, Identify skills to help him/her learn and make progress</p> <p>4, Monitor own progress in learning</p> <p>5, Understand what is going well.</p> <p>6, Recognising when to seek support.</p>	<p>1, Provide immediate and relevant feedback about learning.</p> <p>2, Ensure consistent progress during the lesson.</p> <p>3, Identify barriers to learning.</p> <p>4, Identify misconceptions</p> <p>5, Identify learning gaps.</p> <p>6, Track children's progress in comparison to diagnostic assessment findings before the lesson.</p> <p>7, Make decisions about the on-going direction of the lesson.</p> <p>8, Make decisions about future learning interventions for children.</p>	<p>1, Effective Questioning</p> <p>2, Rich conversations with the child(ren) including use of talk/ learning partners</p> <p>3, Listening to children's conversations.</p> <p>4, Random questioning.</p> <p>5, Cognitive feedback</p> <p>6. Marking including directed reflection time for the pupil's to respond to feedback.</p> <p>7. Creating the ideal learning environment.</p> <p>8. Success criteria.</p> <p>(NB. this list is not exhaustive)</p>

Defining Diagnostic Assessment at Hardingstone

At the outset of a new theme/genre or skill teachers may choose appropriate diagnostic assessment in order to ensure that planning for learning is correctly pitched and curriculum coverage is relevant.



- * It is conducted before a particular course of teaching starts in order to ascertain the knowledge, skills, strengths and weaknesses that the learners already have.
- * The teacher can tailor their forthcoming teaching to target groups, specific individuals and ensure they continue to build on learning already acquired ensuring progress occurs.

	Diagnostic Assessment		Examples of Assessment Methods
	For the child	For the teacher	
Before the lesson	1, Recognise what s/he knows about a forthcoming lesson. 2, Understand the purpose of a lesson and what learning will be required in the lesson. 3, Identify areas or concepts s/he misunderstands 4, Identify barriers to learning.	1. Retrieve information about what the children already know or can 'do'. 2, Share future learning foci with children. 3, Determine misconceptions 4, Identify barriers to learning.	1. Agree/disagree activities 2. Games 3. Sample calculation/problem to solve 4. Cold write 5. KWL activities 6. Open questioning 7. Practice activities

Defining Summative Assessment at Simpson

Summative assessment:

- Involves measuring what has been learned in formal assessment.



- * Are given periodically to determine at a particular point in time what pupils know and do not know.
- * Requires careful record keeping.

	Summative Assessment		Summative Assessment Methods
	For teacher	For the school	
As Scheduled	1. Identify gaps in learning for a child/class/cohort 2. A marker of child/class/cohort progress. 3. A common language with which to report to parents a child's attainment. 4. A diagnostic tool in order to identify groups of children that require further intervention. 5. An element of discussion during PMs.	1. A diagnostic tool in order to identify groups of children that require further intervention. 2. Meets statutory requirements for reporting on pupil data. 3. A tool for future resource/HR planning. 4. An element to inform quality of teaching.	1. FS Baseline Assessment. 2. Y1 Phonic Assessment 3. End of Y2 SATs 4. End of Y2 reported teacher writing assessment 5. End of Y6 SATs 6. End of Y6 reported teacher writing assessment 7. Termly Maths, Reading, Spelling, Punctuation & Grammar tests



Appendix 3: A guide to Formative Assessment strategies

Why assess?

Formative assessment:

If you don't know where you're starting from and where you're going, you're never going to get to where you need to be. That, in a sentence, is the basis of Assessment for Learning (AfL). AfL enables teachers and learners to find out about the learning that has already taken place, in order to inform the learning to come.

The history of Assessment for Learning:

'*Inside the black box: Raising standards through classroom assessment*' was a seminal work published in 1988 by Paul Black and Dylan William of King's College London. It cited evidence from around the world that assessment methods designed to improve learning, rather than only measure it, can raise standards. The report had a huge influence on policy and practice at all levels.

The 'black box' metaphor is explained as follows: 'In terms of systems engineering, present policy seems to treat the classroom as a **black box**. Certain *inputs* from the outside are fed in or make demands—pupils, teachers, other resources, management rules and requirements, parental anxieties, tests with pressures to score highly, and so on. Some *outputs* follow, hopefully pupils who are more knowledgeable and competent, better test results, teachers who are more or less satisfied, and more or less exhausted. But what is happening inside? How can anyone be sure that a particular set of new inputs will produce better outputs if we don't at least study what happens inside?' (Black and William, 1988)

Much work followed in which teachers and researchers clarified the most effective ways in which to produce better outputs and led to various publications, such as *Working inside the black box: Assessment for learning in the classroom*, which was published in 2002 by the Assessment Reform Group, together with 'Assessment for Learning: Ten Principles.' The work of the Assessment Reform Group was widely adopted and a revised version of Ten Principles was incorporated into the Assessment for Learning Strategy (DCSF, 2008).

Definitions of Assessment for Learning:

'Assessment for Learning is ...the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'

Assessment reform group (2002)



'In this paper ... the term assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.'

Black, P and William, D (1998)

Assessment for learning (AFL):

- Is part of effective planning;
- Focuses on how pupils learn;
- Is central to classroom practice;
- Is a key professional skill;
- Is sensitive and constructive;
- Fosters motivation;
- Promotes understanding of goals and criteria;
- Helps learners know how to improve;
- Develops the capacity for self and peer assessment;
- Recognises all educational achievement.

Assessment Reform Group 2002

Key Characteristics of Assessment for Learning:

Assessment for learning:

- Is embedded in a view of teaching and learning of which it is an essential part
- Involves sharing learning goals with pupils
- Aims to help pupils to know and recognise the standards they are aiming for
- Involves pupils in peer and self assessment
- Provides feedback, which leads to pupils recognising their next steps and how to take them
- Promotes confidence that every child can improve
- Involves both teacher and pupils reviewing and reflecting on assessment data

Assessment Reform Group (1999)

A summary of some key recommendations of AFL

- Share the learning objective and focus with the children: Pupils, as well as teachers, thereby understand the aim of the lesson and can judge whether they have met the objective through achieving the outcome.
- Talk/ Learning Partners: Promote communication skills, collaboration and active learning within the classroom and for each individual. Effective partner work promotes high levels of pupil engagement and decreases the opportunities for pupils to opt out of learning.



- Ask questions effectively: For example, many teachers would leave less than one second for pupils to answer a question, and elicit answers from a small minority. With AFL, it was recognised that it is important to give pupils time to think about a question and provide opportunities for everyone to respond. The *type* of question asked is also important; there is a place for both closed and open questions, but thought should be given to which type is most appropriate for the context. 5 Templates for questioning are - Range of answers (giving lots of possibilities and they choose the correct one or ones); Statement – All multiples of 3 end in 3, 6, or 9. Discuss; Right and Wrong - - All multiples of 3 end in 3,6, or 9. True or false? Starting with the end/answer – The answer is? What could the question be? And an opposing standpoint Fox hunting is useful to keep the fox numbers down. Discuss.
- Success Criteria: Enable children to have clarity on what success looks like. Use terms Must, Choose From and Remember to. Techniques to generate success criteria include use of a puppet for younger children, use of a generic success criteria, show two contrasting examples of children's work, select from two options – poor or good example, two successful examples and discussion over which one is more successful. Prove it/doing it wrong, a finished product, poor success criteria, teacher demonstration, retrospective generating
- Creating a Positive learning environment Pupils are resilient to making mistakes and are open to challenges. The children are directly involved and lead their own learning readily responding to feedback.
- Effective feedback and marking, including homework, formatively: When given grades or marks, pupils typically look only at these and ignore suggestions for improvement. With AFL, teachers learnt to concentrate on giving only *comments*, on which pupils were expected to take action to improve the work. Effective cognitive feedback: Be explicit with clear focus on the learning, Oral feedback is constant: I am pleased that you... have used these verbs in your writing (name them exactly). Now try to...use adverbs to describe them (give examples), Closing the gap marking – using questions and blue polishing pen, review and Improve.
- Pupils assess themselves and one another: Pupil groups can mark each other's work, and thereby learn to think about the aim of a piece of work and to understand the criteria of quality. Set their own targets for example against the success criteria and use of rainbow writing.
- Involve pupils in their tests: By involving pupils in setting test questions, in inventing mark schemes, and in marking one another's answers, teachers helped pupils to achieve a view that is based more on understanding the work that has been covered than on the pressure to succeed. Effective use of tests – are used to identify gaps and inform planning.

Ultimately, the key goal is to promote pupil learning and maximise pupil progress.



Appendix 4: Pupil Progress Meeting Example Pro forma

Hardingstone Avenue Academy KS1 Class Progress and Attainment Profile 2016-17

Pupil Progress Meeting		Autumn	Spring	Summer
Class		Teacher		Date

1. What are the results from the recent assessments and what does progress from EYFS look like?

Maths		Below	Working Towards Expected	Greater Depth	Total	Number or Expected	% at or > Expected
	Other						
	W						
	1						
	2C						
	2B						
	2A						
	3						
	Total						

Reading		Below	Working Towards Expected	Greater Depth	Total	Number or expected	% at or > expected
	Other						
	W						
	1						
	2C						
	2B						
	2A						
	3						
	Total						

Writing		Below	Working Towards Expected	Greater Depth	Total	Number or Expected	% at or > Expected
	Other						
	W						
	1						
	2C						
	2B						
	2A						
	3						
	Total						

SPAG		Below	Working Towards Expected	Greater Depth	Total	Number or expected	% at or > expected
	Other						
	W						
	1						
	2C						
	2B						
	2A						
	3						
	Total						



Observations and Comments:

2. In Reading, Maths and SPAG are there any major discrepancies between Teacher Assessments and Test Results?

3. End of Year Targets

	Maths	Reading	Writing	SPAG
At Expected				
Greater Depth				


% of children currently on track to meet targets =





4. Children who still require intervention and targeted support from Summer 2016 data

Child's Name	End of Year Target	Barriers to learning or reason for concern	Support or Interventions in place	On track to meet target?

Gap Analysis		Maths	Reading	Writing	SPAG
6. Is the performance of boys versus girls consistent?	% Boys At or Above Expected				
	% Girls At or Above Expected				
	 East Midlands Academy Trust				
7. Who are your pupil premium pupils? Are they in line with the rest of your class?	Pupil Premium pupils				
	% Pupil premium At or Above Expected				
	% Non-Pupil Premium At or Above Expected				
8. What is SEN progress? Is there a significant difference?	SEN pupils				
	% SEN At or Above Expected				
	% Non-SEN AT or Above Expected				
9. What is the attainment of ethnic groups? At or Above Expected	% Ethnic Minorities				
	% White - British				
	% Bangladeshi				
	% Black – Somali				
	% Any Black Background				
	% Any other White Background (Not British)				
10. Which pupils have English as an additional	EAL pupils				



language? Are they making expected progress? What support is given to them?	% EAL At or Above Expected				
	% Non-EAL At or Above Expected				

11. Vulnerable Groups End of Year Targets

PP	Maths	Reading	Writing	SPAG
At Expected				
Greater Depth				

SEN	Maths	Reading	Writing	SPAG
At Expected				
Greater Depth				

EAL	Maths	Reading	Writing	SPAG
At Expected				
Greater Depth				

ABAN	Maths	Reading	Writing	SPAG
At Expected				
Greater Depth				

BME	Maths	Reading	Writing	SPAG
At Expected				
Greater Depth				

Black Ethnicity	Maths	Reading	Writing	SPAG
At Expected				
Greater Depth				




Appendix 5: Example Pro forma for reporting data to the



AIB




[School Logo]	[Name of Academy] Performance Report 2015/16 - [Term number]			Head of School – [name] Challenge Adviser – [name] Date updated – [dd/mm/yy]		 Every child deserves to be the best they can be		
	Self-Evaluation Grade	Last Ofsted Grade		Pupil Roll	Capacity	PP	EAL	SEN
Date		Date						
OfSTED Categories	Current School Position (RAG)			Quantitative Data	Head of School Prediction	Floor Standard	Coasting Schools	
	Autumn Term (%)	Spring Term (%)	Summer Term (%)					
Attainment & Progress	Year 6:							
				Y6 Exp. - Reading, Writing & Maths		65%	85%	
				Y6 Exp. - Reading		65%	85%	
				Y6 Exp. - SPAG		65%	85%	
				Y6 Exp. - Maths		65%	85%	
				Y6 Exp. - Writing		65%	85%	
	Year 4:							
				Y4 Exp. - Reading, Writing & Maths		65%	85%	
				Y4 Exp. - Reading		65%	85%	
				Y4 Exp. - SPAG		65%	85%	
				Y4 Exp. - Maths		65%	85%	
				Y4 Exp. - Writing		65%	85%	
	Year 2:							
				Y2 Exp. - Reading, Writing & Maths		65%	85%	
				Y2 Exp. - Reading		65%	85%	



				Y2 Exp. - SPAG		65%	85%
				Y2 Exp. - Maths		65%	85%
				Y2 Exp. - Writing		65%	85%
Year 1:							
				Phonics Screening Check			
EYFS: Early Excellence							
				Below			
				Typical			
				Above			
Pupil Premium Gaps							
				Yr6: Y6 Exp. – R, W & M			
				Yr5: Y5 Exp. – R, W & M			
				Yr4: Y4 Exp. – R, W & M			
				Yr3: Y3 Exp. – R, W & M			
				Yr2: Y2 Exp. - R, W & M			
				Yr1: Y1 Exp. – R, W & M			
				EYFS: Typical			
Quality of Teaching	Number of teachers observed & assessed on pupils progress over time					<i>Comments/observations/ training programmes</i>	
					Outstanding		
					Good		
					Requires Improvement		
					Inadequate		
Leadership					<i>Comments</i>		



Appendix 6: Example of Pro forma for reporting to the ELMC Academy Performance Group.

[School Logo]	[Name of Academy]						Executive Head of School – Sarah Bennett			 <small>Every child deserves to be the best they can be</small>	
	Performance Report						Head of School - Kim Kemp				
	2015/16 - [Term number]						Challenge Adviser – Sarah Bennett				
	Date updated – [11/01/2016]										
Self-Evaluation Grade			Last Ofsted Grade				Pupil Roll	Capacity	PP	EAL	S E N
Date			Date								
OfSTED Categories	Autumn		Spring		Summer		Quantitative Data			Comments/observations/ training programmes	
	1	2	3	4	5	6					
		Audit 5/11/ 15	Audit 7/01/ 16				Outstanding				
Quality of Teaching %							Good				
							Requires Improvement				
							Inadequate				
Leadership (RAG rating)							Comments				
	Autumn		Spring		Summer		Quantitative Data			Target	



	1	2	3	4	5	6			Nat. Average
Attendance %							Whole School % Attendance RED = <National GREEN = >National		95.8 %
Persistent Absence %							Whole School Persistent Absence RED = <National GREEN = >National		3.6 %
Behaviour Management							No. of Fixed Term Exclusions		
							No. of repeat Fixed Term Exclusions		
							No. of Permanent Exclusions		
	Autumn		Spring		Summer				
	1	2	3	4	5	6			
Safeguarding including up to date Single Central Reg (RAG rating)							Notification of Safeguarding Incidents	<i>Comments</i>	
Number of Prevent Referrals							Prevent Referrals	<i>Comments</i>	



Number of Racist Incidents							Racist Incidents	<i>Comments</i>	
Number of Homophobic Incidents							Homophobic Incidents	<i>Comments</i>	
Student numbers							Current Roll (PAN)		
							Reception		
							Year 1		
							Year 2		
							Year 3		
							Year 4		
							Year 5		
Resources							Balanced budget projected?		
							Staff spend of total spend %		
Community & Parental Engagement									
Staff							No. of Teaching staff		
							No. of Non-Teaching staff		
							No. of staff absence days		



							No. of posts current unfilled		
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Appendix 7: Rising Stars Tests Matched to DfE Principles for Assessment.

The summary table below identifies in detail how the Progress Tests meet each of the DfE assessment principles.

DfE assessment principle	How the Rising Stars Progress Tests support the principle
Give reliable information to parents about how their child, and their child's school, is performing	
a) Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.	The Rising Stars Progress Tests are specifically designed to help teachers track the progress their pupils are making in English, mathematics and science against the Programmes of Study for the new National Curriculum. The marks for the tests are allocated to three progress bands so that teachers can quickly identify whether each child is making expected progress, more than expected progress or less than expected progress for the subject and year group. If teachers input the marks from tests into the supporting Progress Trackers they can see at a glance which pupils fall into which zone. The Progress Trackers also provide an individual report for each pupil, which can be printed out and given to parents.
b) Provide information, which is transferable and easily understood and covers both qualitative and quantitative assessment.	The Progress Trackers include the scores from tests and also by question so that areas of strength and weakness can be identified quickly and easily. The information is clearly presented and the progress zones are colour-coded for easy identification. The test results can also be exported to enable whole-school progress tracking via the school's Management Information System (MIS).
c) Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.	The use of progress zones means that teachers can quickly identify whether pupils are making expected progress or whether they need support or additional challenge so that they can adapt their teaching accordingly.
d) Are reliable and free from bias.	The Rising Stars tests have been produced in conjunction with curriculum and assessment experts and have also been reviewed for accessibility. The tests have been written to be as inclusive as possible and to be suitable for children whatever their gender, social class or race/ethnicity. Detailed mark schemes have been provided to enable teachers to mark the tests consistently so that the results are accurate.
Help drive improvement for pupils and teachers	
a) Are closely linked to improving the quality of teaching.	In addition to being able to help teachers identify when individual children need more support or challenge, the Progress Trackers can also be used to identify any whole-class issues. This is because the average score for each question in the tests is also colour coded, enabling teachers to see if there are any areas that need support or further challenge for the whole class. Teachers can use this information to inform their planning to ensure their teaching is appropriately focused.
b) Ensure feedback to pupils contributes to improved learning and	Teachers are recommended to spend time discussing with pupils how they have performed in each test. For older pupils a pupil progress sheet has been produced so that the teacher and pupil can discuss together what the pupil has done well and where they need to improve. For younger pupils there is a sheet to record what a child has



<p>is focused on specific and tangible objectives.</p>	<p>found difficult and what they feel they need help with. These sheets can be shared with parents also.</p>
<p>c) Produce recordable measures, which can demonstrate comparison against expected standards and reflect progress over time.</p>	<p>Each Progress Tracker can be used to record the test scores a pupil has achieved in a particular subject across a particular school year. This enable their class teacher to track the progress the child is making against the Programme of Study for that year. The data from the Progress Trackers can be exported into the school's MIS to support the whole school tracking of pupil progress.</p>
<p>Make sure the school is keeping up with external best practice and innovation</p>	
<p>a) Are created in consultation with those delivering best practice locally.</p>	<p>The new Rising Stars Progress Tests have been produced in conjunction with Series Advisors Cornwall Learning, who have a strong reputation for good assessment practice nationally. In addition, the tests were developed in consultation with a number of Rising Stars Assessment Advisory Schools around the country, right from the north west down to Kent. This has helped to ensure that the tests are appropriate for classroom use.</p>
<p>b) Are created in consideration of, and are benchmarked against, international best practice.</p>	<p>Currently DfE have not indicated what they consider to be international best practice. When information becomes available we will provide further information on this site.</p>

