



North Wootton Academy

Priory Lane

North Wootton

Kings Lynn

Norfolk

PE30 3PT

Name of policy:	Assessment and Pupil Tracking Policy
Lead member of staff with responsibility for this policy:	James Grimsby
Date of governors meeting when policy agreed:	Not required
Type of governors meeting:	Academy Council
Date of implementation:	January 2020
Details of dissemination:	The policy is available for all staff, visitors, pupils and parents.
Frequency for review:	Annually

This Policy needs to read in conjunction with our Marking Policy

Quality assessments are integral to quality teaching, pupil learning and pupil progression.

It is expected that teachers and support staff will carry out regular assessments both on a formative (day-to-day) level and summative assessments to inform them of pupil progress.

Aims and objectives of Assessment

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, remember and can apply within their work;
- To help our children understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning;
- To provide the Principal and governors with information that allows them to make judgments about the effectiveness of the school.

To meet these aims teachers and support staff will:

- Regularly complete Pupil Asset, Markbooks (for Writing) and Internal Tracking to ensure all teaching staff including subject leaders and SMT have a clear understanding of the progression of each pupil
- Ensure that known data is the basis from which teaching and intervention is planned to ensure that pupils receive differentiated and targeted provision that will progress them to their next step
- Enable pupils to be active in their own learning through sharing learning objectives and teaching goals within each lesson
- Provide end of unit/term/year tasks that enable pupils to demonstrate how much they know and remember, with systems in place to address any areas of weaker knowledge
- Support pupils with their own learning through providing a learning environment that enhances learning and supports their progress.
- Ensure that the results of assessment are shared and discussed with pupils where age appropriate, and that feedback is given which allows learners to recognise their next steps and how to take them.
- Ensure staff use success criteria to provide pupils with the opportunity to assess themselves and understand how to improve
- Ensure that staff provide oral and written feedback on pupils' learning live 'within' the lesson and marking makes reference to success criteria/learning objectives where appropriate and directs the pupils to their 'next steps' (in line with the Marking policy)
- Ensure that a range of strategies are in place to ensure both effective assessment and pupil self-assessment such as: talk partners, peer assessment, checklists.
- Participate in formal rounds of assessment including the moderation of pupils work and formal testing such as PiXL and National Testing
- Use rubrics to assess the application of knowledge through their skills and provide feedback for how these can be built on over time.

Main Assessment Measures

North Wootton believes that the most accurate picture of a pupils learning is achieved through both combining both formative and summative measures. Therefore, the on-going assessment of each pupil from their in-lesson achievement is used in conjunction with periodic formal assessments.

As such, the school uses the following calendar of assessments:

	Teacher Assess on Pupil Asset	Internal Tracking Data				Pixl Formal Testing of Mathematics, Reading and GPS			Internal Moderation	Data Validation by Subject Leaders	Disadvantage d Group Reviews		
		Mind Maps & Task Half Termly Writing In Markbook	Reading Book BAnds	Spell (2-6)	Tables & Fluency (2-6)	Phonics (At Y 3,4,5, Y 2,6 Y 1	Whole School Writing	EYFS GLD				R/W/M	OTHER SUBJECTS
Oc		X		X					X	X* ₄			
No	X				X	X	X						X
De		X	X	X(* ₁)	X* ₂					X	X		
Ja									X* ₃				
Fe					X(* ₂)	X	X					Scienc e	X
Ma	X	X	X	X(* ₁)					X	X	X		
Ap									X _(R26)			X	
Ma	X (R/2/6)					X	SATs	X				X	X (Not 2-6)
Ju				X* ₁	X* ₂					X* ₅	X		
Ju	X	X	X	X					X				

*₁ Formal Screening for Year 4

*₂ Formal Screening Assessment for Year 1 and Year 2 Re-takers and those in KS2

*₃ Focus is on Scientific Writing only

*₄ Week 1 based upon the initial 2 week period of Reception baselining

*₅ Formal GLD Moderation

Teacher Assessments

Teachers are required to submit a termly judgement evaluating each pupil's performance in all subjects. This is recorded upon Pupil Asset and is based upon a 1-9 point in time grading:

Well Below Exp	<ul style="list-style-type: none"> Is largely or wholly unable to access the National Curriculum, even with heavy personalised support and scaffolding. This may be due to significant EAL or significant barriers to learning. Will undertake different tasks and activities to the rest of the class 	<85
Well Below Exp	<ul style="list-style-type: none"> Is able to access the National Curriculum only with heavily personalised support and scaffolding. This may be due to EAL or significant barriers to learning. May be undertaking different tasks to the rest of the cohort. 	85 - 89
Below Exp	<ul style="list-style-type: none"> Is able to access the NC with personalised support. Has significant gaps in their learning. Struggles to embed concepts. Cannot apply their learning independently. 	90 - 94
Just Below Exp (WTS)	<ul style="list-style-type: none"> Is able to access the National Curriculum. Has some gaps in their learning. Experiences difficulty to embed concepts. Often needs some scaffolding or support. Often struggles to apply their learning independently. 	95 - 99
Exp (EXS)	<ul style="list-style-type: none"> Is meeting some, but not all, of the NC requirements. Is successful at learning many new concepts. Is starting to apply their skills independently, but not consistently. May make errors but will usually be able to improve work following feedback and support. May have smaller gaps in learning. 	100 - 104
Just Above Exp (EXS)	<ul style="list-style-type: none"> Is meeting all of the NC expectations (that have been taught so far). Is usually a successful learner and show good understanding of over 80% of the objectives taught. Is usually able to learn new skills and use them accurately and independently. May make occasional errors in applying their learning in other concepts. 	105 - 109
Above Exp (GDS)	<ul style="list-style-type: none"> Is just exceeding national expectations. Is almost always successful in understanding the key learning objectives. Is able to apply their skills, in a range of contexts, making few errors. Can often explain and justify their answers. 	110 - 114
Above Exp (GDS)	<ul style="list-style-type: none"> Is exceeding national expectations. Is always successful in understanding the key learning objectives. Is able to apply their skills, in a range of contexts, making few errors. Can often explain and justify their ideas. 	115 - 118
Well Above Exp (GDS)	<ul style="list-style-type: none"> Is significantly exceeding national expectations. Is always successful in understanding key learning objectives. Is able to apply their skills in a wide range of contexts, making no errors. Can clearly explain and justify their ideas. Demonstrates significant skills and knowledge beyond the curriculum. Can consistently apply their high level of skills and knowledge to a wide range of contexts. Can analyse and evaluate their own and other's performance effectively. 	119 - 120

This judgement is made based upon a number of key assessments that differ dependent upon the subject area:

Lesson Work

The primary source of information used to support a judgement comes from the pupil's performance within their lessons and the ease with which they are learning new knowledge and how confidently they can apply these. In addition, all subjects use ongoing assessments within daily teaching that enable pupils to demonstrate how much they remember and have key skills throughout each unit of study to show the level at which they can apply this knowledge.

Within some areas of learning, the EYFS, Music and PE, video and pictorial evidence provides a better form of assessment and therefore, staff are asked to store samples of this learning within Tapestry or school cloud accounts.

Knowledge Recall Maps and Quizzes

Within most non-core subjects (Geography, History, Science, Art/DT, Music, French & PE), a summative process is used at the end of each term wherein 3 key elements of knowledge are tested for recall through a blank mind map at the end of each half term. Subject such as PHSE are assessed twice a year via a premade assessment map and online safety yearly with an online form, whereas Science is assessed more formally through unit-based assessments.

Formal Testing

Within English and Mathematics, PiXL standardised tests are used to track individual progress on a termly basis in Year 6, in addition to school performance through comparative national data. As such, they provide external validation of the teacher judgements within the school. Progress on these scores are used to identify key groups of pupils who require additional support in intervention or targeted quality first teaching. In addition, Phase Leaders are asked to use the test performance evaluations to plan adjustments to the upcoming teaching.

Internal Tracking Data

The school uses interventions to develop the automaticity of key skills: reading, phonics, mathematical fluency and spelling, in order to support pupil's general progress. Therefore, termly assessments are used to re-prioritise the pupils who may need additional support.

Internal Moderation

In respect to writing, this can only be assessed through moderation against a set criteria and therefore a separate markbook is used for this based upon key performance indicators for each year group.

Due to the nature of the EYFS approach, moderation of learning journeys is also required throughout the year to ensure that there is external agreement on the evidence being used to form these assessments.

Data Validation by Subject Leaders

An additional key element of our assessment approach is ensuring that there is an accuracy of judgement amongst all staff and therefore throughout the year Teacher Judgements in Core Subjects is

validated by subject leaders and members of the Senior Management team. It is believed that this not only ensures a greater accuracy of judgement but also enables subject leaders to provide bespoke staff development as well as plan more generally for provision in the school.

Within the Foundation Stage, an agreed set of milestones in Mathematics and English have been agreed to enable tracking of the pupils throughout the year by subject leaders.

Within the Summer term of 2020, all subject coordinators will be required to validate the level of work and expectations within each subject. Again, this will be based around the key applied knowledge or skills expected within each subject and will use rubrics to support the levelling of this.

Target Setting

A key element of the Data Validation process is assessing the degree to which all pupils are making the expected progress. At the start of each year, the targets for each pupil is reviewed based upon their previous performance. Targets for English and Mathematics are then discussed with each teacher and form an important aspect of their performance management. Therefore, these targets act as the Attainment Targets upon which Data Validation meetings focus.

Attainment Targets

The Government has set of National Expectations that indicate the skills a Year 2 and 6 pupil are expected to have in English and Mathematics. As a school we have integrated these into our own assessment system, creating a similar set of a Key Expectations for each of the year groups. Essentially these provide a list of targets that, if achieved each year, will result in each pupil meeting the minimum National Standard at the end of each Key Stage. These criteria will use each term by the class teacher to review the predicted outcome for a pupil at the end of the year indicating whether it is felt they will be **working towards**, **working at** or working at a **greater depth** than the National Standard at the end of the year. These targets will form the basis of termly pupil progress meetings and performance management reviews. The aim will be to ensure all children are on-course to make expected or accelerated progress each year, for example, a pupil meeting National Expectation in Year 3 should at least make National Expectation in Year 4.

Due to the differences in each year groups, the overall percentage of pupils achieving each category of assessment can vary. However, in order to understand the strengths and weaknesses of particular cohort and share this performance more clearly with governors, North Wootton has set an expected target level of achievement for each stage of the school for English and Mathematic Skills:

Year Group	Reception	1	2	3	4	5	6
% Working at National	75	70	75	70	75	80	85
% Working above	10	15	20	20	25	30	30

Progress Targets

As the above table only represented the expected attainment, Progress Targets are also set by the EMAT trust for English and Mathematics. These are adjusted annually to account for the fluctuations in cohorts. Internally, progress is measured through 'step increase or decreases' within pupil asset and through the tracking of PiXL assessment scores. Those not making positive progress are highlighted within Data Validation meetings and intervention strategies are agreed.

Individual Education Plans

All pupils who are identified as Pupil Premium or SEND have individual education plans with bespoke learning targets specified within. The progress of these pupils are tracked separately with Pupil Progress Meetings held within November and March by the Pupil Premium lead and the SENDCO reviewing the progress of pupils with a SEND on an ongoing basis with their designated support teacher.

Recording of SEND learning

For some of our pupils, the nature of their learning and their starting points is significantly different to that of the majority of the children. The processes discussed above often fail to capture the significant steps that these pupils are making and as such a separate approach is used.

Following a similar approach to the EYFS, North Wootton uses a series of broken down learning steps devised by the Norfolk Assessment Pathways in order to record progress with evidence in books and work samples used to validate these. This is the first year of using this approach and therefore what is deemed 'expected progress' is still being agreed. However, the SENDCO will be completing termly moderation of the work completed with each of these pupils and their support assistants.

Reporting to parents/carers

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem. In addition, in the EYFS and Key Stage 1, learning journeys are frequently shared with parents electronically in order to give an on-going insight into the pupil's learning (This is currently under review as the school moves towards establishing more parental contact within the school).

As a school we will:

- Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process.
- Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment. An additional optional parent consultation meeting is scheduled after the issuing of this report.
- Discuss pupil progress at the request of parent by appointment.
- Tapestry to record a photographic record of achievement and share learning with parents.

Monitoring and review

Policy and practice will be monitored on at least an annual basis by the Principal and Link Governor.

UPDATED January 2020