



Assessment Statement 2016/2017

Next Review Due: September 2017

Co-ordinator – Mrs G Stead

HMFA Assessment Statement 2016/2017

POLICY DATE: 1st September 2016

REVIEW DATE: September 2017

HMFA Assessment Statement – 2016/2017

The new National Curriculum has been statutory since Sept 2014. Summer 2016 was the first year when statutory assessment does not use levels. The new National Curriculum is premised on the concept of mastery - something which every child can aspire to and every teacher should promote. It is about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content). Effective assessment will clearly show how secure pupils are in their learning and prompt the teacher into planning the most appropriate next steps for learning.

The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.

As an organisation we promote these key Assessment Principles:

- Assessment is at the heart of teaching and learning.
- Assessment is fair and honest.
- Assessment is ambitious and appropriate
- Assessment is consistent.
- Assessment outcomes provide meaningful and understandable information.

We view assessment as the starting point, not end point, for pupils' learning. Continuous assessments are used by teachers to develop the next steps in pupils' learning. Pupils then have an on-going dialogue about their 'targets'. Written and oral feedback is used, including pupil self-assessment and peer assessment of pieces of work and work is planned against age related expectations and the ability of the children.

Ofsted expect the school to demonstrate good evidence of pupil progress over time and show clearly what 'typically' happens in school. The key evidence for this will be in the children's books. However, we do need to demonstrate how children's achievement is being recorded and monitored. The school, and HMFA, are using Classroom Monitor as an on-line tool to record and measure pupils' progress and assessment outcomes. This can be used live in a lesson on an ipad and enables the teacher to record work, by inputting data and taking a photo, if relevant. Work is moderated in school and also across schools, through Activate.

Our aim is to give reliable information about how each child, and their class, is performing. To enable this we:

- Use Classroom Monitor for tracking that is meaningful, as pupils work towards age-related expectations in the new curriculum
- Provide information that is easily understood and transferable and covers both qualitative and quantitative assessment
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling
- Ensure assessment is closely linked to improving the quality of learning and teaching
- Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives
- Produce recordable measures which can demonstrate progress over time
- Make comparisons against expected standards

Classroom Monitor – recording assessments and establishing progress

Pupil Markbook: For assessing individual pupil's across one or more subjects. The Pupil Markbook allows users to carry out the following tasks:

- Record assessment judgements at an objective level using a traffic light system
- Make attainment score judgements
- Set target objectives for pupils
- Attach evidence to support judgements

Rising Stars NC14 Progression Framework Assessment - Maths - Statistics - Ability Stage 3 - Class 3 - Month - Sep 2014												
Save Markbook	Kur	Giul	Eth	Mel	Ann	Dev	Rhy	Ann	Mar	Key	Isal	Nic
Leave Markbook	3 Dev+ 3 Beg	3 Dev 3 Beg	3 Dev 3 Beg	3 Dev+ 3 Beg	3 Dev+ 2 Exc	3 Dev 2 Exc	3 Dev+ 2 Exc	3 Dev+ 2 Exc	3 Dev 2 Exc	3 Dev 2 Exc	3 Dev 3 Beg	3 Dev+ 3 Beg
Export to Excel	A	M	A	A	A	M	A	A	A	T	T	M
Adjust Scores	A	A	M	A	M	A	M	M	A	A	M	M
Up	M	A	A	M	M	A	M	A	A	M	A	M
Down	M	A	A	M	A	A	A	M	M	M	M	A
Stage 3 Interpret data NAHT KPI 3.1.1 Interpret bar charts, pictograms and tables (*)												
Stage 3 Present data NAHT KPI 3.2.1 Present data in bar charts, pictograms and tables (*)												
Stage 3 Solve data problems 3.3.1 Solve problems with one or two steps using scaled bar charts, pictograms and tables (*)												
Stage 3 Solve data problems 3.3.2 Continue to count the number of objects in each category and sort the categories by quantity (-)												

Class Markbook: For assessing groups of individuals across one subject. In addition to all the features of the Pupil Markbook, the Class Markbook also allows users to:

- Re-order the markbook to **highlight strengths, weaknesses and inform planning**
- Attach **teaching and learning resources** to objectives - for Rising Stars Progression Frameworks, many teaching and learning resources are already provided.

Assessment recorded in the Class Markbook can be viewed in the Pupil Markbook and vice versa.

Pupil and Group Tracking

Assessments from the markbook section of Classroom Monitor will then generate grids or graphs in the Attainment and Progress section. Teachers can also provide a **summative assessment** in this section.

Scores are awarded to both teacher assessments and summative assessments. This enables progress to be tracked. **Expected progress across a year is three points.**

Pupil Details			RSPF Writing		
First Name	Last Name ▼	D.O.B	Jul 2015	Progress	Jan 2016
Desta	Faraji	20/06/2007	TA 3 Beg	0.5	TA 3 Beg+ ▼
Amy	Irving	07/09/2006	2 Sec	4	4 Beg ▼
Rhys	Jones	22/01/2007	3 Sec	1.5	4 Beg+ ▼
Isabelle	Norton	29/12/2006	3 Sec	1	4 Beg ▼
Average			3 Dev	1.8	3 Exc

Groups of pupils can be generated in order to view their progress e.g. Pupil Premium, SEN.

Early Years Foundation Stage

The Early Excellence Assessment Tracker (EExAT) is used in Reception and Nursery and is an online assessment system.

EExAT has three integrated modules which work together to create a complete assessment system. Module One is the heart of the system, offering a framework for assessing and tracking attainment and progress. Module Two makes documenting children’s learning easy with an APP for collecting evidence linked to online learning journals and moderation activities. Module Three enables Local Clusters, Academy Groups and MATs to work collaboratively and share data.

Module One

- On-entry assessment at any age, at whatever point of entry from Birth – end of EYFS.
- On-going Assessment up to three times a year producing data on attainment and progress.
- End of EYFS Assessment of the ELGs, emerging, expected, exceeding with GLD score.

- Data Reporting & Analysis to monitor attainment and progress as it builds over time with reports for individuals, groups and cohorts of children.

Module Two

- An APP for collecting evidence and recording observations.
- Online Learning Journals for each child with parental contribution.
- Online Moderation System to exemplify statements and evidence practitioner judgements.
- Child Development Training using 100s of films that exemplify a child's journey from Birth – end of ETFS.

Module Three

- Links your system to the schools you want to work with.
- Generate group/MAT reports by collating data from each school.
- Moderate across schools by drawing together evidence from each school.