

HEAVERS FARM AND SELSDON PRIMARY SCHOOL

ASSESSMENT POLICY

Updated March 2015

INTRODUCTION AND BACKGROUND

From September 2014 the system of levels that we have been using to assess attainment will no longer be in place. The new National Curriculum sets out what is to be taught within in each 'phase' but does not provide a structure for assessing progress.

We have been using a system of detailed assessment criteria linked to National Curriculum sub-levels for many years. However, whilst this has provided a common structure for us all to plan, assess and monitor attainment and progress, it has not been without its problems. I think that whilst promoting the importance of Assessment for Learning (AfL) and formative assessment, our over-reliance on APP trackers/targets/booklets has meant that we have ended up doing the opposite, and have become overly reliant on summative assessment and National Curriculum levels. As the Headteacher, I take full responsibility for this. The introduction of the new National Curriculum, along with all of the discussions going on around assessment, has come at an opportune time for us.

The introduction of the new National Curriculum gives us the opportunity to develop a system that is better suited to our pupils. In researching the first draft of this policy I have looked at the assessment systems being developed by Herts for Learning (May 2014)¹ and Durrington High School² as well as the Report of the NAHT on Assessment (February 2014)³ in order to guide our new assessment policy and structure.

OUR APPROACH

Our approach involves teachers identifying the **key knowledge and skills pupils need** in order to be successful by the end of KS2 working backwards and thinking what this would look like, if students have mastered it in KS2.

This produces an **assessment framework** that allows us, and the pupils, to know what they've got to do to achieve excellence.

The identified key knowledge and skills form the **basis of our assessments**. This ensures that adults do not feel that they have to assess everything.

Our approach to learning:

- Is focused on which **specific elements of the curriculum** an individual has deeply understood and which they have not.

¹ Herts For Learning: Developing a New Approach to Tracking Pupil Progress - May 2014
² On 19/05/2014, schools selected by the DfE to develop new assessment packages.

³ Report of the NAHT Commission on Assessment
February 2014 <http://www.naht.org.uk/welcome/news-and-media/key-topics/assessment/profession-takes-lead-on-assessment-after-the-end-of-levels/>

- Is based on developing the key knowledge and skills required for **success in EYFS, KS1 and KS2**.
- Is based on our **high expectations** of all students.
- Is based heavily on formative feedback and allows all students to succeed and to develop a '**growth mindset**'⁴.
- Incorporates **termly summative assessment** to support this ongoing **formative feedback**.
- Is simple and **easy to understand** for staff, parents, carers, governors and students.

Our approach to assessment

- Assessment is **integral to high quality teaching and learning**. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are **regularly trained** in our approach to assessment.
- We have a **senior leader** who is responsible for assessment.

KEY PRINCIPLES

Assessment is at the **heart of teaching and learning** is used to provide evidence to guide teaching and learning. Assessment provides the opportunity for students to demonstrate and review their progress.

Assessment feedback should **inspire greater effort** and a belief that, through hard work and practice, **more can be achieved**.

A wealth of educational research tells us that ongoing *formative* assessment is far more powerful than *summative* assessment in terms of enhancing learning and that there is a danger that summative assessment can undermine the benefits of formative assessment. Therefore:

- The **criteria** we are developing across the curriculum will be useful for teachers to use in a formative way, and hence teachers may refer to these frequently throughout the year.
- However the **system of measuring' attainment**, which is set out below, is a **summative assessment tool only**. This should be used to take a step back to reflect on the 'big picture' of where a child is in their learning journey. These judgements should be made *no more frequently than once per term*.
- To guard against the negative effects of summative assessment, such as effects on self-esteem and the creation of a 'fixed mindset' about one's ability, **these 'measurements' must not be used as part of a dialogue with pupils about their learning**. The measurements proposed are intended purely as a means for recording attainment in a tracking system, as a **management tool**.

Assessment is **fair** and is inclusive of all abilities.

⁴ Dweck, Carol S., 2006, *Mindset: How You Can Fulfil Your Potential*. Random House, New York

Assessment is **honest**:

- Assessment outcomes are used in ways that minimise undesirable effects.
- 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 parents and teachers to plan future learning.

Assessment is **consistent**.

- Judgements are formed according to common principles.
- The results are readily understandable by third parties.
- 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/carers in supporting children with their learning;
- Teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
- School leaders and governors in planning and allocating resources; and
- Government and agents of government.

KEY AIMS

Our assessment system aims:

To be **simple**, so that it can easily be understood at a glance by internal and external users of the data.

To provide users with **key performance indicators** about the attainment and progress of children, which will inform self-evaluation and form a good starting point for demonstrating progress to Ofsted.

To enable users to determine with confidence whether or not children are **on track to meet the expected standards** in the statutory assessments, which will take place at the ends of EYFS, KS1 and KS2.

The terminology used needs to take account of the potentially harmful effects when describing the attainment of pupils who are working below the age-related expectation, e.g. pupils with SEN/D

METHOD OF FORMATIVE ASSESSMENT

Regular marking and feedback against success criteria/WMAG/WIN is the basis of our formative assessment approach.

‘Big picture’ criteria can be useful for teachers when considering a pupil’s next steps and giving feedback; however a **good understanding of the success criteria/WIN/WMAG for the specific focus of learning** is the most useful basis for regular feedback to pupils.

We believe that teacher assessment, based on a **wide range of good quality learning experiences** during their day-to-day learning. We are using **Classroom Monitor** to record our regular formative assessments.

We are encouraging all teaching staff to **teach the curriculum for their year group in depth**, using the new National Curriculum objectives.

Teaching staff assess against the new National Curriculum objectives on Classroom Monitor using the following codes, which are in line with our marking policy:

T = taught
WS = with support
A = achieved
E = exceeded

Classroom Monitor software uses these ongoing formative assessments to produce an **overall teacher assessment** for each child in each subject.

Teachers take part in regular cross-school moderation of their formative assessments, **agreeing** on what makes ‘with support’, ‘achieved’ etc against each objective.

The remainder of this policy describes our summative assessment procedures.

METHOD OF SUMMATIVE ASSESSMENT

We are using an approach to summative assessment based on each **age-related year**, within which there are several **steps**:

We are administering **Rising Stars tests** in reading, writing, GPS and mathematics each term. These will form part of our summative assessment.

HOW TO DETERMINE THE STEP WHICH BEST DESCRIBES A CHILD'S ATTAINMENT

These summative judgements are based upon the extent to which a pupil is showing a secure grasp of those skills, using a 'best fit' approach.

Teachers will therefore need to consider:

- The **'NOFAN' approach** (which stands for Never, Occasionally, Frequently, Always, Naturally) – which represents the process of becoming secure in a new skill*
- The overall proportion of the criteria in which a child is showing a secure grasp

With the exception of children who have identified learning or Special Educational Needs, all children will be taught objectives from their age-related year group. Using Classroom Monitor software, and the judgement of the teacher, these are the **four descriptors for each year group**. (*Emerging and Developing have been further refined into emerging/emerging+, developing/developing+ and only count as one step each*)

The expectation is that **all children will be working at least within 'securing'** for their year group by the end of each year. However, we recognise that as the new National Curriculum is embedded, we will be working towards this higher, expectation.

We will administer Rising Stars test 1 at the end of the autumn term, test 2 at the end of the spring term and test 3 at the end of summer.

We will mark the tests in accordance with the guidance below.

YEAR 1**Maths***60 total*

SCORE		AUTUMN	SPRING	SUMMER
Below 15	WELL BELOW	WT EM	WT SEC	1 EM
15 - 30	BELOW	WT SEC	1 EM	1 DEV
31 - 54	EXPECTED	1 EM	1 DEV	1 SEC
55+	MORE	1 DEV	1 SEC	1 MAST

Reading*10 total*

SCORE		AUTUMN	SPRING	SUMMER
Below 2	WELL BELOW	WT EM	WT SEC	1 EM
3 to 5	BELOW	WT SEC	1 EM	1 DEV
6 to 8	EXPECTED	1 EM	1 DEV	1 SEC
9+	MORE	1 DEV	1 SEC	1 MAST

GPV*Aut & Spr only**10 Combined**Total*

SCORE		AUTUMN	SPRING	
Below 2	WELL BELOW	WT EM	WT SEC	
3 to 5	BELOW	WT SEC	1 EM	
6 to 8	EXPECTED	1 EM	1 DEV	
9+	MORE	1 DEV	1 SEC	

GPV & Spelling*Summer only**20 Combined**Total*

SCORE				SUMMER
Below 5	WELL BELOW			1 EM
6 to 10	BELOW			1 DEV
11 to 16	EXPECTED			1 SEC
17+	MORE			1 MAST

YEAR 2**Maths***70 total*

SCORE		AUTUMN	SPRING	SUMMER
Below 24	WELL BELOW	1 DEV	1 SEC	2 EM
25 - 35	BELOW	1 SEC	2 EM	2 DEV
35 - 62	EXPECTED	2 EM	2 DEV	2 SEC
63+	MORE	2 DEV	2 SEC	2 MAST

Reading*15 total*

SCORE		AUTUMN	SPRING	SUMMER
Below 3	WELL BELOW	1 DEV	1 SEC	2 EM
3 to 7	BELOW	1 SEC	2 EM	2 DEV
8 to 12	EXPECTED	2 EM	2 DEV	2 SEC
13+	MORE	2 DEV	2 SEC	2 MAST

GPV & Spelling*30 Combined**Total*

SCORE		AUTUMN	SPRING	SUMMER
Below 6	WELL BELOW	1 DEV	1 SEC	2 EM
6 to 16	BELOW	1 SEC	2 EM	2 DEV
17 to 24	EXPECTED	2 EM	2 DEV	2 SEC
25+	MORE	2 DEV	2 SEC	2 MAST

YEAR 3		SCORE		AUTUMN	SPRING	SUMMER
Maths <i>104 total</i>	Below 21	WELL BELOW		2 DEV	2 SEC	3 EM
	21 - 51	BELOW		2 SEC	3 EM	3 DEV
	52 - 86	EXPECTED		3 EM	3 DEV	3 SEC
	87+	MORE		3 DEV	3 SEC	3 MAST
Reading <i>20 total</i>	Below 5	WELL BELOW		2 DEV	2 SEC	3 EM
	6 to 10	BELOW		2 SEC	3 EM	3 DEV
	11 to 16	EXPECTED		3 EM	3 DEV	3 SEC
	17+	MORE		3 DEV	3 SEC	3 MAST
GPV & Spelling <i>40 Combined Total</i>	Below 10	WELL BELOW		2 DEV	2 SEC	3 EM
	11 to 20	BELOW		2 SEC	3 EM	3 DEV
	21 to 32	EXPECTED		3 EM	3 DEV	3 SEC
	33+	MORE		3 DEV	3 SEC	3 MAST

YEAR 4		SCORE		AUTUMN	SPRING	SUMMER
Maths <i>104 total</i>	Below 21	WELL BELOW		3 DEV	3 SEC	4 EM
	21 - 51	BELOW		3 SEC	4 EM	4 DEV
	52 - 86	EXPECTED		4 EM	4 DEV	4 SEC
	87+	MORE		4 DEV	4 SEC	4 MAST
Reading <i>20 total</i>	Below 5	WELL BELOW		3 DEV	3 SEC	4 EM
	6 to 10	BELOW		3 SEC	4 EM	4 DEV
	11 to 16	EXPECTED		4 EM	4 DEV	4 SEC
	17+	MORE		4 DEV	4 SEC	4 MAST
GPV & Spelling <i>40 Combined Total</i>	Below 10	WELL BELOW		3 DEV	3 SEC	4 EM
	11 to 20	BELOW		3 SEC	4 EM	4 DEV
	21 to 32	EXPECTED		4 EM	4 DEV	4 SEC
	33+	MORE		4 DEV	4 SEC	4 MAST

YEAR 5		SCORE		AUTUMN	SPRING	SUMMER
Maths <i>105 total</i>	Below 28	WELL BELOW		4 DEV	4 SEC	5 EM
	28- 49	BELOW		4 SEC	5 EM	5 DEV
	50 - 84	EXPECTED		5 EM	5 DEV	5 SEC
	85+	MORE		5 DEV	5 SEC	5 MAST
		SCORE		AUTUMN	SPRING	SUMMER
Reading <i>20 total</i>	Below 5	WELL BELOW		4 DEV	4 SEC	5 EM
	6 to 10	BELOW		4 SEC	5 EM	5 DEV
	11 to 16	EXPECTED		5 EM	5 DEV	5 SEC
	17+	MORE		5 DEV	5 SEC	5 MAST
		SCORE		AUTUMN	SPRING	SUMMER
GPV & Spelling <i>40 Combined Total</i>	Below 10	WELL BELOW		4 DEV	4 SEC	5 EM
	11 to 20	BELOW		4 SEC	5 EM	5 DEV
	21 to 32	EXPECTED		5 EM	5 DEV	5 SEC
	33+	MORE		5 DEV	5 SEC	5 MAST

YEAR 6		SCORE		AUTUMN	SPRING	SUMMER
Maths <i>120 total</i>	Below 30	WELL BELOW		5 DEV	5 SEC	6 EM
	31 - 60	BELOW		5 SEC	6 EM	6 DEV
	61 - 108	EXPECTED		6 EM	6 DEV	6 SEC
	109+	MORE		6 DEV	6 SEC	6 MAST
		SCORE		AUTUMN	SPRING	SUMMER
Reading <i>20 total</i>	Below 5	WELL BELOW		5 DEV	5 SEC	6 EM
	6 to 10	BELOW		5 SEC	6 EM	6 DEV
	11 to 16	EXPECTED		6 EM	6 DEV	6 SEC
	17+	MORE		6 DEV	6 SEC	6 MAST
		SCORE		AUTUMN	SPRING	SUMMER
GPV & Spelling <i>40 Combined Total</i>	Below 10	WELL BELOW		5 DEV	5 SEC	6 EM
	11 to 20	BELOW		5 SEC	6 EM	6 DEV
	21 to 32	EXPECTED		6 EM	6 DEV	6 SEC
	33+	MORE		6 DEV	6 SEC	6 MAST

From Year 2 onwards, it is assumed that **Emerging** in that year group's criteria overlaps with

Mastering the previous year's criteria.

Children working below their chronological phase can be assessed using the previous year group e.g. a child in Year 3 might be working at 2 Dev. We feel this language is preferable to saying they are 'working at the level of a typical Year 2 child'.

Children working below Year 1 could be assessed using **either**:

- EYFS Outcomes statements (e.g. 40-60 month statements)
- P-scales (*SEND pupils only*)
- Working below 1 Em due to having English as an Additional Language – *further guidance to follow* depending on the context and the reasons why the child is working below this phase.

THE BIG PICTURE OF OUR ASSESSMENT SYSTEM

Year 1					
1 Em	1 Em+	1 Dev	1 Dev+	1 Sec	1 Mast

Year 2					
2 Em	2 Em+	2 Dev	2 Dev+	2 Sec	2 Mast

Year 3					
3 Em	3 Em+	3 Dev	3 Dev+	3 Sec	3 Mast

Year 4					
4 Em	4 Em+	4 Dev	4 Dev+	4 Sec	4 Mast

Year 5					
5 Em	5 Em+	5 Dev	5 Dev+	5 Sec	5 Mast

Year 6					
6 Em	6 Em+	6 Dev	6 Dev+	6 Sec	6 Mast

BASELINE THRESHOLDS

In order to judge progress for our termly summative assessment we will establish baseline assessments. We will do this twice.

EYFS Phase

We will establish a baseline assessment when pupils join the school in either Nursery or Reception. It is essential to capture an accurate baseline of children's attainment as early as possible in the academic year. Progress for each child is measured from their individual starting point.

Pupils will be assessed **on entry to Nursery or Reception**. If the pupil attends one of our Nursery classes then the baseline will be assessed as soon as they join the Nursery. For pupils who join us from other settings in Reception, their baseline will be assessed when they join the class. **During the child's first 2 weeks** (10 days full time attendance), staff should immerse themselves in working, playing and interacting with the children so that they get to know them really well. Taking into account information from the home and /or preschool providers, teachers should then be well placed to form initial judgements of the pupils' attainment on entry.

We describe **assessments in the EYFS Phase** using the following terms:

Working Within (WW)	The child has shown competence in the previous band <u>and</u> is demonstrating at up to 50% of the elements in this band.
Secure (S)	The child has shown competence in the previous band <u>and</u> is demonstrating over 75% of the elements in this band.

REPORTING PROGRESS

Rather than reporting to students and parents whether or not they have achieved a target level (which is setting a ceiling on achievement), we can focus on how they've done relative to their starting point – without putting a ceiling on what they can go on to do. The expectation being that all of them should be striving for excellence.

These phases and steps are not designed to be used for discussion with pupils or parents, or in marking pupils' work, as this practice could lead to some of the same problems as the previous system of levels, such as the 'labelling' effect, development of fixed mindsets etc.

Discussion with pupils about their learning is most effective when it is based around specific success criteria for the current area of learning. See the wealth of literature on comment-only marking, such as that written by Paul Black and Dylan Wiliam, Shirley Clarke etc.

Phrases that could be used when reporting to parents include:

- Your child is working well within the expected range for their age (followed by examples of particular areas of success and current areas of focus) Your child is working slightly below the expected range (followed by examples of particular areas of success and current areas of focus)
- Your child has a strong understanding of the concepts taught this year and has been working on extension activities to further develop their problem-solving skills (followed by examples of particular areas of success and current areas of focus)

FURTHER GUIDANCE AROUND USING THE **MASTERING** ASSESSMENT – GOING ‘DEEPER AND WIDER’

The purpose of this aspect of the system is to allow schools to further enrich a pupil’s understanding by exploring higher-level skills, but within the content domain of the phase. This might include:

- Applying the knowledge and skills learned within the context of more extended problem- solving
- Applying the knowledge and skills in more challenging, unfamiliar contexts
- Extended project work, with children conducting their own research and following their own lines of enquiry
- Producing projects for different audiences

It is hoped that this approach fits with the notion that this new curriculum is about **mastering** key concepts, and avoids the ‘treadmill’ effect that sometimes can occur when there is pressure to keep showing further progress and insufficient time to consolidate and master skills. We like to view progress as being more like a climbing frame than a ladder: it is not always about going up to the next rung; sometimes it is about moving sideways to gain more breadth of understanding.

This system therefore allows the choice to record **above average attainers** using the ‘mastering’ step. This system would recognise this as better than expected progress as it would be counted as 4 steps of progress.

During the introduction of the new National Curriculum and the new assessment system, we expect teachers to **teach within the year group objectives** for the year group they are teaching.

Children who **end the year at the ‘mastering’ stage** will still be expected to start the next year at the first ‘emerging’ step for that year group. However, we would expect that they would move more quickly through the steps as some of the mastering curriculum would overlap with the emerging for the next year group up.

Children **who end the year below the securing stage** for their year group will still be expected to start the next year on that year’s emerging stage. This will ensure that they quickly catch up to age-related expectation.

If a Y2/4/6 pupil finishes the year on A+/B+/C+, the next assessment step for them would be step 1 of the next phase. However, they might move quite quickly into step 2, as the extension activities of the ‘+’ step may well overlap into some of the skills of step 1 of the next phase.

USING THIS SYSTEM TO PRODUCE DATA TO DEMONSTRATE ATTAINMENT AND PROGRESS FOR SELF-EVALUATION, DISCUSSIONS WITH OFSTED ETC.

We are going to initially use reports that will be generated through Classroom Monitor, to support demonstrating attainment and progress.

Attainment – the key attainment measures will be:

- The proportion of children working at age-related expectation
- The proportion of children working beyond age-related expectation
- The ‘average attainment’ (year/step) for a cohort or group of pupils

Progress – the key progress measures in the Classroom Monitor reports will be:

- Proportions of pupils making and exceeding expected progress, or
- Average number of steps of progress made by a cohort or group.

‘**Expected Progress**’ would be 3 steps per year, however, as we move from the old National Curriculum to the new National Curriculum we will have to track progress from National Curriculum levels to our new system.

To measure progress across KS2 we will therefore use the KS1 level as the baseline measure. If a child was working at the age-related expectation for Year 2 then the ‘expected progress’ measure will be that they are working within age-related expectations at a future point in time.

However it should be noted that, in reality, this may represent very good progress, as the demands and expectations of the new National Curriculum are greater than those of the previous National Curriculum.

‘**More than Expected Progress**’ would be either:

- Making **more than 3 steps** of progress in a year, *or*
- Finishing the year in the ‘**mastering**’ step, i.e. curriculum content for that phase has been mastered and pupil is working on deeper extension work

Across the whole of Key Stage 2, expected progress would be 12 steps.

More than 12 steps, *or finishing in the mastering step*, would be **more than expected progress**.

NOTES FROM: HFL NEW ASSESSMENT APPROACH – FAQs

(Updated 27/10/2014)

Should I use the ‘step’ codes in giving feedback to pupils?

We do not advise that schools use the step codes in their feedback to pupils about their learning. Feedback to pupils is most effective when it is focused on the specific aspect of learning and the associated success criteria, and when it indicates clearly where the child has been most successful, what they could improve and helps them to make those next step improvements. All of this can be done without referring to steps. By referring to the steps, there is a chance that pupils could become more concerned with the numerical aspect of the feedback (e.g. comparing it with their friends’ feedback) than on the qualitative aspects of their work. This is one of the problems that arose with levels and one of the reasons that levels were abolished. We do not want the same problem to arise with this system.

Should I use the ‘step’ codes in meetings with parents?

We do not advise that schools use the step codes when they talk to parents about their child’s attainment. This is because: (a) the codes on their own do not mean anything – they are a means of referring to the proportion of age-related skills acquired within a management information system; and (b) we hope that this system will not become something that is used in a competitive or comparative manner, as this lies at the heart of the problems with the use of levels, which led to their being abolished. What schools need to communicate clearly to parents is whether their child is working at, above or below the age-related expectation, specific aspects of the curriculum where their child is doing well or needs further support, and whether they are making good progress. All of this can (and should) be communicated using words rather than using these codes

Should we convert each child’s level (old NC) from the end of last year into a ‘step’ in this new system?

We do not feel it is possible to simply convert from one system to the other, as the curriculum and the criteria have changed. However the following table may be helpful in providing an indication of which page of the new HfL assessment criteria a child is likely to be working within, based on their National Curriculum level for last year.

If your child was at this level at the end of last term:	then they are likely to be working on this sheet of the HfL criteria (but this won’t necessarily always be the case):
Below 1c	Below Phase A (either P-levels or EYFS outcomes, as appropriate)
1c-2c	A0 - A3
2b-3c	A4 - A6
3c-3a	B1 – B3
3a-4c	B4 - B6
4c-4b	C1 – C3
4a-5b	C4 - C6

How do we record the attainment of pupils working well above the age-related expectation?

In most cases, it is hoped that at the ends of each Phase, the + step will be an adequate means to show that a pupil has mastered the age-related expectations and is now going 'broader and deeper' – applying the knowledge into more complex problems etc. However there may be occasions in exceptional circumstances where a pupil is working so far above the A.R.E. that the appropriate assessment is in the next phase. However, at present there is no means to record attainment above C+.

At the end of Years 1, 3 and 5 (i.e. half-way through a Phase), very above-average pupils may be working within A4, B4 and C4 respectively.

What does the “mastering step” mean?

This step is used to show that a pupil has mastered all the key skills set out for their age group and is now going “broader and deeper”. For example, the teacher may be planning more complex problems for their higher attaining pupils to solve, which use the content domain of their phase but require greater skills of application to different contexts or synthesis of ideas.

How do we record the attainment of pupils working well below the age-related expectation?

If pupils are working below their phase, the appropriate step should be recorded that best describes their attainment. For example a low-attaining pupil within Year 5 might be working within Year 4, 3 or even 2. Their attainment step would be recorded using the steps for that year group.

Do P-levels still exist? When should they be used?

P-levels do still exist and could be used to show the attainment of a pupil who has Special Educational Needs and/or a disability and who is working below 1 Em. NB for pupils in Year 1 working below 1 Em, it is probably more appropriate to assess using the EYFS outcomes.

Why do Y1 teachers need to establish a baseline? How should they do this?

The reason we suggest this baseline is established is so that progress can be tracked across KS1 from the end of the Early Years Foundation Stage – although the EYFS outcomes need to be converted into the appropriate form for this progress to be calculated. Please refer to the separate document 'Guidance on determining the Y1 baseline'. (This document is available in the 'Assessment guidance' area of the primary resources (below).

How can we measure in-year progress?

This is by no means an exact science. One possible approach would be to think about where pupils were assessed at the end of last year (in sub-levels) and consider how this relates to the age-related expectation. Then use this, and the end of KS1 level, as a basis for discussing and agreeing an end-of-year target for each pupil (in 'steps'). At the end of this academic year, progress could then be considered in relation to the targets set.

For example, if a pupil (now in Year 5) was working at age-related expectation at the end of Year 4 (3b/3a) it might be considered appropriate to set an end-of-Y5 target of 5

Sec (age related expectation for end of Y5 in our system). **However, this needs to be considered carefully, taking into account knowledge of the child – and it should be remembered that this new ‘age-related expectation’ is more ambitious than the previous age-related expectations – so such a target would be quite ambitious.** It might be considered more realistic to set a target within 4 Dev/Sec – this would be more feasible, given the increased level of challenge in the new NC, although would mean that the pupil was below A.R.E. judged by the new standards.

If children make expected progress, is that ‘good’ or ‘requires improvement’?

If a strong majority of pupils make at least expected progress, with some pupils making better than expected progress, this should be interpreted as good (provided other evidence supports this judgement). NB it should be borne in mind that in some schools where prior attainment is high, it may not be possible for many pupils to make better than expected progress – in such cases, a strong attainment picture, alongside the majority of children making expected progress, should be seen as good.

It should also be borne in mind that, if a pupil was working at age-related expectations (A.R.E.) within the old National Curriculum, and is now working at A.R.E. within the new National Curriculum, technically they will be judged to have made ‘expected progress’, **but in reality they will have made accelerated progress, as the new NC is more challenging.** Therefore it would not be surprising if schools found, in the initial stages of using this new system, not as many pupils appearing to make expected progress as has previously been the case.

Target-setting should not be seen a simple mechanistic or formulaic process; knowledge of the individual child, their needs and circumstances should be taken into account. For children working below the age-related expectations (A.R.E.), the process of setting the target needs to take into account the likelihood that progress can be accelerated within the year. This is likely to look different for a child who is new to using the English language compared to a child with special educational needs. Children in Year 2 and Year 6 will still be working to NC levels this year, so end-of-year targets should be set using levels.

Children in Year 1 – see separate guidance about establishing a baseline. Targets could then be set by adding 3 steps to the agreed baseline, e.g. for a pupil ending Reception on ELG, a target of A2 would be appropriate.

Guidance regarding determining the baseline for measuring progress across KS1

In order to measure progress, Y1 teachers will need to enter a baseline (in discussion with Reception teacher/EYFS leader), as explained below.

The Y1 AM7 mark sheets for English, maths, science and computing will include columns for a baseline to be entered. These baselines should reflect the pupils' levels of attainment at the end of the Reception year (not September Y1).

The baseline needs to be one of these codes:

Below*, 30-50E, 30-50D, 30-50S, 40-60E, 40-60D, 40-60S, ELG, A0, A1, A2 for each subject area (reading, writing, maths and, if the school chooses, science).

ELG is the code that relates to a pupil working at age-related expectations at the end of Reception.

*Any pupil working below the 30-50 month band at the end of Reception will be recorded as 'Below'.

Our guidance for determining the baseline is as follows:

In the case of Reading (ELG 9) and Writing (ELG 10)

- if a pupil's EYFSP score is 2 (Expected), enter a baseline of **ELG**
- if a pupil's EYFSP score is 3 (Exceeding), enter at least A0 – refer to the criteria for A0/1/2/3 and discuss with the Reception teacher to determine whether the pupil was working above A0.
- NB, A1 means the pupil had secured at least 25% of the criteria set out for Y1 in the new HFL assessment system, so this would be a high level of attainment at the end of Reception – this would have implications for progress across KS1.
- if a pupil's EYFSP score is 1 (Emerging), discuss with the Reception teacher which assessment code is most appropriate (no higher than 40-60S). NB in the EYFS toolkit, assessment is recorded against each Area of Learning, i.e. ELGs 9 and 10 are both included within Literacy. Therefore, whilst there is a good chance that the code that has been used for Literacy overall will be appropriate for both Reading and Writing, it could be the case that a pupil's codes for Reading and Writing are not the same. For example, a pupil might have been assessed at 40-60D for Literacy overall, but the Reception teacher may know that the pupil was stronger in reading (at 40-60S) than writing (40-60D)
- In the case of Maths (ELGs 11 and 12)
Provided the teachers have accurately entered an assessment into the EYFS Toolkit for Maths for the end of the summer term, this assessment should be

appropriate to enter as a baseline. However, this needs to be cross-referenced against the EYFS Profile scores for ELGs 11 and 12, as follows:

- if a pupil's EYFSP score is 2 (Expected) for both ELGs 11 and 12, the baseline should be **ELG**

The following table illustrates some combinations of ELG 11 and 12 and suggests likely baseline assessments:

ELG 11 (Number)	ELG 12 (Shape, Space and Measures)	Likely KS1 baseline assessment
1	1	a code below ELG*
1	2	a code below ELG*
2	1	ELG (as Number is strongly weighted in KS1)
2	2	ELG
2	3	ELG
3	2	A0 or above*
3	3	A0 or above*

* discussion with Reception teacher required to determine most appropriate assessment code

In the case of Science (if the school is entering assessment data in this area)

This is a more difficult area to establish a baseline. The most relevant area of the EYFSP is ELG 14 (The World) – although this includes other aspects of learning, not just science.

- if a pupil's EYFSP score for ELG 14 is 2 (Expected), it is likely that the most appropriate baseline assessment will be **ELG**
- if a pupil's EYFSP score for ELG 14 is 3 (Exceeding), it is likely that the most appropriate baseline assessment will be **at least A0**
- if a pupil's EYFSP score for ELG 14 is 1 (Emerging), it is likely that the most appropriate baseline assessment will be **below ELG**

In each case, liaise with the Reception teacher to confirm the most appropriate assessment with regard to the Science aspects of ELG 14.

Bibliography

<http://www.thegrid.org.uk/learning/assessment/updates/> **Developing a New Approach to Tracking Pupil Progress - May 2014** New Adobe pdf, 469kb/6 pages, 19/05/2014, [new_approach_tracking_pupil_progress_may2014.pdf](#)

Report of the NAHT Commission on Assessment February 2014 <http://www.naht.org.uk/welcome/news-and-media/key-topics/assessment/profession-takes-lead-on-assessment-after-the-end-of-levels/>

Assessment Without Levels – An Opportunity for Growth Posted on [May 5, 2014](#) <http://classteaching.wordpress.com/2014/05/05/assessment-without-levels-an-opportunity-for-growth/>

The Pygmalion Effect Posted on [April 28, 2014](#) by [classteaching](#) <http://classteaching.wordpress.com/2014/04/28/the-pygmalion-effect/>

Schools design new assessment packages to replace the complicated levels system. <https://www.gov.uk/government/news/schools-win-funds-to-develop-and-share-new-ways-of-assessing-pupils>

Nursery Progress Tracker

Developmental Stage	On entry to YN	End Autumn YN	End Spring YN	End Summer YN	End of YN ATTAINMENT	Expected Steps	Aspirational Steps
16 - 26 months	WW 16 - 26m	WW 22-36m	WW 30-50m	E 40-60m	Below Expected	3 steps	4+ steps
	S 16-26m	S 22-36m	S 30-50m	S 40-60m	Below Expected	3 steps	4+ steps
22 - 36 months	WW 22-36m	E 30-50m	S 40-60m	E ELG	Below Expected	3 steps	4+ steps
	S 22-36m	WW 30-50m		WW ELG	Just below	3 steps	4+ steps
NURSERY 30 - 50 months	S 22-36m	WW 30-50m	S 30-50m	WW 40-60m	Expected	3 steps	4+ steps
	WW 30-50m	S 30-50m	WW 40-60m	S 40-60m	Just above expected	3 steps	4+ steps
RECEPTION 40 - 60 months	WW 40-60m	S 40-60m	WW ELG	S ELG	Expected	3 steps	4+ steps
	S 40-60m	WW ELG	S ELG	WW A1/Y1	Just above expected	3 steps	4+ steps
ELG	WW ELG	S ELG	WW A1/Y1	S A1/Y1	Exceeded	3 steps	4+ steps
				S A1	Exceeded	3 steps	4+ steps

Reception Progress Tracker

Developmental Stage	On entry YR	End Autumn YR	End Spring YR	End Summer YR	End of YR ATTAINMENT	Expected jumps ASPIRATIONAL PROGRESS	Expected jumps GOOD PROGRESS
16 - 26 months	WW 8-20m	S 8 - 20m	WW 16 - 26m	S 16 - 26m	Below Expected	3 steps	4+ steps
	S 8 - 20m	WW 16 - 26m	S 16 - 26m	WW 22-36m	Below Expected	3 steps	4+ steps
22 - 36 months	WW 16 - 26m	S 16 - 26m	WW 22-36m	S 22-36m	Below Expected	3 steps	4+ steps
	S 16 - 26m	WW 22-36m	S 22-36m	WW 30-50m	Below Expected	3 steps	4+ steps
	WW 22-36m	S 22-36m	WW 30-50m	S 30-50m	Below Expected	3 steps	4+ steps
	S 22-36m	WW 30-50m	S 30-50m	WW 40-60m	Below Expected	3 steps	4+ steps