



# Bhaktivedanta Manor Primary School



## Assessment Policy

Authority	Name	Approval Date	Date to Be Reviewed
Governing Body	Members	November 2017	November 2019

What is Assessment?



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## **What is Assessment?**

Assessment is at the heart of the process of promoting children's learning.

### **Aims**

At Bhaktivedanta Manor School, we believe the key purpose of assessment is to move on all pupils in their learning in order for them to reach their full potential. Through our assessment processes we continually evaluate children's knowledge, skills and understanding, establishing what children can do and what their next learning steps should be. Through assessing, recording and reporting on pupils' work, we aim to enable:

### **Pupils**

- To understand what they have to do to reach end of Year and Key stage expectations by understanding what they need to do next to improve their work;
- To obtain helpful feedback on their achievements and areas for development, in order that they can learn more effectively.
- To ensure our children have the skills to engage with assessment, promoting independent learning and raising their own expectations.

### **Teachers**

- To reflect on what pupil's needs are and integrate assessment in our planning and teaching to inform future learning that challenges pupils.
- To know what has been remembered, what skills have been acquired, and what concepts have been understood by pupils



- To monitor progress, identify gaps/misconceptions and support learning of all groups of pupils who are in need of additional support and those whose learning could be deepened to allow appropriate interventions
- To Identify pupils of their starting points, progress and next steps

### **School**

- To monitor progress and support learning of all groups of pupils throughout the school
- To provide school leaders including governors with information that allows them to make judgements about the effectiveness of teaching and learning to inform strategic direction
- To benchmark the school against local and national standards
- To Inform parents and the wider community of the pupil's achievement

### **Parents**

- To provide regular information for parents that enables them to support their children's learning;
- To share in the process of their child's learning by giving them an accurate view of

### **The principles of assessment**

The principles that underpin assessment at Bhaktivedanta Manor school are:

- Every child can achieve: when staff have the mindset, 'What do I need to do next to enable child in my class to achieve?'
- The National Curriculum objectives will be used as the expectations for all children.
- Most pupils will make age appropriate progress – those who need to 'close the gap' will be required to make more progress.
- Teachers assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.
- All learners need to understand what they are being asked to learn and more importantly, why. Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is assessed against the success criteria.

### **Our approaches to Formative, Diagnostic Summative and Evaluative Assessments**

Our assessment is incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments whether on an individual, group, class or whole school basis. We assess children's progress in four ways:

**1. Formative assessment** is a cumulative and continuous process which teachers can use in deciding how a pupil's learning should be taken forward and in giving pupils feedback about their performance and next step to set future objectives and targets for children on the basis of what they have achieved so far.

This is an ongoing process which:

- measures the children's learning
- informs our teaching and short-term planning
- supports personalisation of learning

The marking takes the form of:



- Verbal feedback which engages the child in constructive dialogue designed to support, encourage and challenge  
Written feedback focuses on the child's success and next steps with opportunities for pupil response.
- Assessment for learning - The school has a commitment to AFL strategies which are used to gather pupil understanding and inform teaching
- Success Criteria / Steps to Success which allow children to benchmark their own performance against national expectations  
[Refer to Bhaktivedanta Manor Feedback and Marking policy](#)

## 2. Diagnostic Assessment

Diagnostic Assessment specifically seeks to analyse particular aspects of learning and provide support as necessary. These are ongoing measures which help us diagnose the child's individual learning profile

- Ongoing observation of the children across the school, but used with particular reference to the Early Years Foundation Stage Learning and children on the SEN register
- Personal Learning Goals which diagnose and set targets for SEN Support children
- Class context meetings held at the start of the year to set up strategies and interventions for achievement
- Pupil progress meetings which are held twice a year and are used to review progress, strategies and intervention to ensure continued personalised learning
- On entry assessment of mobile pupils undertaken by class teachers to ensure immediate and appropriate provision
- Informal class based assessments undertaken by class teachers to evaluate impact of teaching and progress against key skills e.g. spelling, times tables, writing.
- Reading Programmes tracking progress of reading
- Writing Portfolio tracking progress in writing for each child over time (2 pieces a year and in line with data collection points to inform assessment grid)
- Marking and feedback ([Refer to Feedback and Marking](#))

## 3. Summative assessment

Summative assessment enables school to evaluate how much a pupil has learned at the end of a teaching block. These take the form of an independent piece of work or a test which allows pupils to demonstrate that they have mastered a variety of transferable skills. We also use them to track the children's progress through the school and target underachievers.

- Baseline Assessment which we administer at the beginning of Reception as well as for children transferring mid-year from another school. This gives us our first measure of the child's achievement and alerts us to their future needs
- Mid-Year and End of Year assessments which benchmark the children in reading, writing, maths and science. The data is added to Target tracker and the progress of whole class, significant groups and individual children is measured to inform pupil progress strategy meetings
- Cognitive Ability Tests which are undertaken by children

[Refer Appendix 7.2 AUTUMN TERM ASSESSMENT CYCLE AT BHAKTIVEDANTA MANOR SCHOOL](#)

## 4. Evaluative Assessment



These are measures used to benchmark the school against other schools nationally and in local Authority and to set targets for school improvement. We do this by:

- Key Stage 1 and Key Stage 2 end of year assessments, which measure the school against national and local standards and shows year on year achievement
  - Foundation Stage Profiles, which assess Reception children against the Early Learning Goals
  - Optional mid-year and end of year tests used in Years 3, 4 and 5 to support teacher assessments
  - Year 1 & 2 Phonics Check. All children in Year 1 undertake a phonics check which assesses their understanding of letter sounds and phoneme grapheme correspondence. This is benchmarked against a national expectation and those who do not reach national expectation will undertake the check again at the end of Year
- [Refer to Appendix 8 Autumn Term Monitoring Schedule](#)

### **Contexts for Assessment**

The elements to be addressed in effective assessment practice are: -

#### **1) Curricular planning**

Assessment identifies children's individual needs and assist in Curriculum Planning to match the curriculum to the child's needs. It will help to plan activities and experiences, classroom organisation and content. Curriculum planning is also a method of evaluation of the progress a pupil is making through the year. Sometimes curriculum can be modified according to children's particular interests and desire to go more deeply into a subject thus demonstrating learning on a deeper level.

[Refer to Bhaktivedanta Manor Teaching and Learning Policy](#)

#### **2) Record Keeping**

At Bhaktivedanta Manor School, good record keeping is considered to be an essential element in assessment. [Refer to Bhaktivedanta Manor Recording and Reporting Policy](#)

#### **3) Use of data for target setting**

- A review is written after each data collection point and details the progress of key year groups, cohorts and individuals so that targets can be set. The review is shared with the governors

#### **4) Tracking**

- Assessment tracking grids are used as an ongoing record and these are kept in the back of children's books so that they can self – evaluate and understand the next target to be achieved.
- Pupil Progress reviews produce class context documentation every term
- Tracking Points are used to examine progress and attainment numerically (as an average). There is an expectation that all year groups move on 3 tracking points in a year. Expectation is that most pupils make 12 months progress in 12 months. Pupils are set targets based on their individual starting points, for those pupils who need to 'close the gap' intervention will be put in place to enable them to make greater progress.
- Secure, reflecting that age-related objectives have been achieved



- Mastering, showing that age-related objectives have been achieved and the child is working at a deeper level of understanding and application

All data is kept on Target Tracker which is a commercially based tracker system used in many schools

### **5) Standardisation/Moderation**

School has robust systems in place to ensure that Teacher Assessment judgements are accurate. This is achieved through the following planned actions:

- Year groups moderate their own judgements internally following assessment weeks
- Whole staff moderation of Reading, Writing, Maths and Science takes place at least once a year
- Once a term the SLT carries out an internal moderation of writing in all year groups
- Year 2 and Year 6 staff moderate with other schools or with Herts cluster groups in the spring and summer terms
- When moderating all sources of information that are part of the daily practice in the classroom are considered to give a full picture of the pupils' attainment
- Whilst monitoring planning and books the SLT monitor the clarity and transparency of the evidence indicating the support that the pupil has received – this happens termly
- By attending LA sessions to ensure our judgements are in line with other schools

### **6) Monitoring procedures**

In order to ensure successful implementation of this policy it will be periodically reviewed and updated to include latest developments by liaising with other schools and professionals.

The principles of this assessment policy will be monitored as part of the checking of teaching and learning and our classroom practice to ensure there is clear and consistent practice across the school. Monitoring and Review Monitoring procedures are the responsibility of the Governing Body, SLT and subject leader. [Refer to Appendix 8 Autumn Term Monitoring Schedule](#)

### **Inclusion and assessment**

EAL children and children on the SEND register are fully included in assessment and all their assessments are in line with whole class assessments.

All pupils with an Educational Health Care Plan (EHCP) will have an Individual Education Plan (IEP) which outlines which additional provisions they will receive, when and by whom. All other pupils identified as having a Special Educational Needs (SEN) will have Personal Learning Goals (PLG's) set.

The level of provision given to the child relates to the SEN stage upon which they are placed. This is decided using teacher assessments and the teacher and/or parents/carers general knowledge of the child and is also shared in discussion with the child.

EAL pupils benefit from a wide range of AFL strategies in place and assessments are undertaken in line with whole class assessments.

Looked after children have a Personal Education Plan (PEP) which supports the pupils in their learning and conditions for learning. The PEP forms part of their assessment.



Vulnerable pupils who are very low achievers such as those on the child protection register have a progress review every half term. This is used to ensure that these pupils are making progress. There is further assessment documentation for SEN pupils. ([Refer to SEND policy](#))

### **More able children**

For children who have securely met the end of year objectives they will be assessed as exceeding or mastering objectives for their age group. Rather than moving onto the next year's curriculum these children will work on 'mastering' their knowledge through the application of skills in different contexts. They will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress. Therefore assessment for most able children is based around depth and breadth of application before any progression beyond the year group expectation is sought.

### **'Mastery Rating'**

There is an expectation that pupils who are already working at the year group expected level will have opportunities to explore and deepen their understanding through a breadth of opportunities to apply this knowledge in different contexts e.g. problem solving.

We also assess the way pupils apply their learning. This is known as the 'Mastery Rating' Mastering, showing that age-related objectives have been achieved and the child is working at a deeper level of understanding and application.

### **Assessment in the Reception Class**

An on-entry assessment is made within the first six weeks of the children starting in September. This forms a starting point for each individual across all seven areas of the Early Years Foundation Stage curriculum (EYFS).

The baseline results are recorded and judged against EYFS age-band related statements using Pupil Target Tracker assessment tool.

Ongoing observational assessments focus on both child-initiated and adult-led activities. These assessments are used to build up a picture of what each child knows feels and understand along with what they are interested in and what they can do. It allows for next steps of learning to be planned for and provision developed in order to support each child's development.

The EYFS profile assessment is carried out in the final term of Reception The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. ([Refer to Early Years policy](#))



**Appendix1 The table below illustrates standards of learning:**

<b>TTracker Assessment Steps</b>	<b>Standard of learning</b>	<b>Type of learning</b>
<p><b>Beginning</b> <b>(B)(B+)</b>  Shallow learner</p>	<p>Working Towards the expected National Curriculum standard.  Yet to be secure in the end of year expectations</p>	<p>Surface learning/ temporary/often lost  Does not apply their learning.  Recalls facts, remembers learnt information  <b>Bloom's Taxonomy example rating</b> 1.Knowledge- Define, Identify</p>
<p><b>Working within</b> <b>(W)(W+)</b>  Expected depth learner for age</p>	<p>Working at the expected National Curriculum standard  Secure in the majority of the end of year expectations</p>	<p>Applies learning  Uses facts, information or procedures to respond to, solve and answer problems.  Applies own knowledge in a different context.  Connects knowledge together to build up their learning. <b>Bloom's Taxonomy example rating</b> 2. Comprehension –Explain, Summarize 3.Application- Demonstrate, show</p>
<p><b>Secure</b> <b>(S)</b>  <b>Mastery 1</b></p>	<p>Working at depth within the expected National Curriculum standard  Secure in all the end</p>	<p>Applies understanding in more complex situation.  Uses facts, information or procedures to respond to, solve and answer complex problems.  Connects learning together from a variety of</p>



Deeper learner	of year expectations  Above the expected standard depth of application and understanding	objectives and independently extends learning into other subjects.  Applies own knowledge in an alternative and unusual context. <b>Bloom's Taxonomy example rating</b> 4. Analysis- Infer, Separate 5. Synthesis- Combine, Compose, Create, Design
<b>Secure Plus (S+)</b>  <b>Mastery 2</b>  Deepest learner	Working at greater depth within the expected National Curriculum standard  Well above the expected standard depth of application and understanding	Applies understanding creatively in more intricate situations.  Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems.  Independently connects learning together from a variety of objectives and subjects.  Applies own knowledge in an alternative and unique context. <b>Bloom's Taxonomy example rating</b> 6. Evaluation- Compare, Judge

Appendix 2 The table below illustrates how teachers can plan for the 'Deeper' learning:

Depth of learning	Cognitive challenge	Predominant teaching style	Type of success criteria	Nature of progress	Support/Quantity	Typically, pupils will...
<b>Shallow learning</b>  Surface learning/ temporary/often lost  Remembering	Low level cognitive demand. Involves following instructions	Modelling Explaining	Instructional e.g. Steps to Success	Acquiring	High / Some	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise
<b>Expected depth learner for age</b>  Understanding  Applying	Higher level of cognitive demand. Involves mental processing beyond recall.  Requires some degree of decision making	Reminding Guiding	Guidance e.g. Remember to include...	Practising	Medium / Most	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations,



						estimate, compare
<b>Deeper Learning</b>	Cognitive demands are complex	Coaching	Learner generated	Deepering	Low	Infer, Separate Combine, Compose, Create, Design, Solve routine problems, appraise, explain concepts to others, investigate, cite evidence,
Analysis						
Synthesis	Requires degree of decision making					
<b>Deepest Learning</b>	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers	Coaching Mentoring	Learner generated	Deepening understanding	Low / All	Solve non-routine problems, appraise, explain concepts to others hypothesis, investigate, cite evidence, design, create, prove Connect to other areas of learning Shows good resilience
Evaluating						
Creating						

### **Appendix 3 Class formative (on-going) assessment strategies**

#### **Before lessons:**

Teachers use the school curriculum and assessment criteria (broken down in to Key Objectives from the programmes of study in the national curriculum) as well as their knowledge of the children to plan learning questions and success criteria which direct the teaching in lessons.

#### **During lessons:**

Within lessons, teachers regularly use the following to check learning and monitor progress:

- a review of prior learning
- questioning - to tune into the learners' minds and to deepen children's learning
- self and peer assessment against the success criteria
- pupil evaluation against their targets – pupil friendly key objectives from national curriculum
- pupil response to marking and feedback to close gaps in learning
- linked learning interventions – adult led focus group work in class to respond to the needs of groups of learners

#### **After lessons:**

Key Stages teams regularly evaluate the effectiveness of the provision by updating their assessment of children's learning against the key objectives. This is done by discussing observations, marking children's work and moderation during end of day reviews of teaching and learning. It enables teachers to be very clear on the content that children have learned and where further practise and consolidation is needed.

End of unit tests in maths are used diagnostically to inform teacher assessment and planning. End of unit quizzes are used to assess the gain in children's knowledge and



understanding of concepts in history and geography whilst skills in these subjects are assessed through observation. Key objectives for history and geography are updated regularly.

We do this by marking children's work using a whole school approach that encourages an ongoing dialogue through question and feedback in which the children are supported in a self-review of their work.

The types of formative assessment we use include;

- Increased wait time – this encourages all children to try to find an answer
- Talking Partners – allowing a short discussion with others to explore ideas and knowledge
- Asking open questions which encourage children to think rather than just answer yes or no
- Feedback – focusing on a specific learning intention at a relevant time (ie with the children)
- Next step marking (Refer to Feedback and Marking policy)
- Self/peer assessment – children take the responsibility for feeding back to the teacher/group about their own work
- Traffic lights – children indicate how well they understand a task. This can also be used to show how well a child thinks they have completed a task.

#### **Appendix 4 Making judgements about children's attainment:**

Every 8-10 weeks, teachers make summative judgements about each child's learning. They use the following terms to describe children attainment:

<b>Age and Stage of Learning</b>	<b>Age Related Expectations</b>	<b>Steps through each Band</b>
Early Years Reception	40 – 60 months band	beginning (B) within (W) secure (S)
Year 1	Band 1	beginning (B) within (W) secure (S) beginning (B+) within (W+) secure (S+)
Year 2	Band 2	beginning (B) within (W) secure (S) beginning (B+) within (W+) secure (S+)
Year 3	Band 3	beginning (B) within (W) secure (S) beginning (B+) within (W+) secure (S+)
Year 4	Band 4	beginning (B) within (W) secure (S) beginning (B+) within (W+) secure (S+)
Year 5	Band 5	beginning (B) within (W) secure (S) beginning (B+) within (W+) secure (S+)



Year 6	Band 6	beginning (B) within (W) secure (S) beginning (B+) within (W+) secure (S+)
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The key objectives are directly taken from the national curriculum programmes of study for each year group. They are used in conjunction with the following tables to support teachers' judgements about in which band and at which step children are working. This has been introduced in order to gain consistency and accuracy in judgements across teams and is used only as a guide and not in place of teachers' strong professional knowledge about children's learning.

STEPS OF PROGRESS	READING - NUMBER OF STATEMENTS REQUIRED AT EACH STEP							
	Band		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
	Number of statements		21	22	16	16	14	11
Pupil learning is chiefly focused on the statements for the band. There may be minimal statements of the previous band still to gain complete confidence in.	B	15%-30%	3-6	3-6	2-4	2-4	2-4	2-3
	B+	31-44%	7-9	7-9	5-7	5-7	5-6	4-5
Pupil learning is fully focused on the statements for the band. Up to 70% of the statements are confidently achieved	W	45-70%	10-14	10-15	8-11	8-11	7-9	6-7
	W+	71%-89%	15-18	16-19	12-14	12-14	10-12	8-9
Confidence in all statements of the band, Pupil learning may still focus on gaining thorough confidence in some minimal statements but the broad expectations for the band have been met.	S	90%-95%	19-20	20-21	15	15	13	10
	S+	96%-100%	21	22	16	16	14	11

STEPS OF PROGRESS	WRITING - NUMBER OF STATEMENTS REQUIRED AT EACH STEP							
	Band		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
	Number of statements		31	36	35	32	36	34
Pupil learning is chiefly focused on the statements for the band. There may be minimal statements of the previous band still to gain complete confidence in.	B	10%-30%	3-9	4-10	4-10	3-9	3-10	3-10
	B+	31-44%	10-14	11-16	11-15	10-14	11-16	11-15



Pupil learning is fully focused on the statements for the band. Up to 70% of the statements are confidently achieved	W	45-70%	15-22	17-25	16-24	15-22	17-25	16-23
	W+	71%-89%	23-27	26-32	25-31	23-28	26-32	24-30
Confidence in all statements of the band, Pupil learning may still focus on gaining thorough confidence in some minimal statements but the broad expectations for the band have been met.	S	90%-95%	28-29	33-34	32-33	29-30	33-34	31-32
	S+	96%-100%	30-31	35-36	34-35	31-32	35-36	33-34

STEPS OF PROGRESS	MATHS - NUMBER OF STATEMENTS REQUIRED AT EACH STEP							
	Band		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
	Number of statements		27	38	35	44	51	53
Pupil learning is chiefly focused on the statements for the band. There may be minimal statements of the previous band still to gain complete confidence in.	B	10%-30%	3-8	4-11	4-10	4-13	5-15	5-16
	B+	31-44%	9-12	12-17	11-15	14-19	16-22	17-23
Pupil learning is fully focused on the statements for the band. Up to 70% of the statements are confidently achieved	W	45-70%	13-19	18-27	16-24	20-31	23-36	24-37
	W+	71%-89%	20-24	28-34	25-31	32-39	37-45	38-47
Confidence in all statements of the band, Pupil learning may still focus on gaining thorough confidence in some minimal statements but the broad expectations for the band have been met.	S	90%-95%	25-26	35-36	32-33	40-42	46-48	48-50
	S+	96%-100%	27	37-38	34-35	43-44	49-51	51-53

### **Appendix 5 What Does Mastery Look Like in Writing?**

We teach this child how to write a letter. They learn how to write a letter and have achieved this objective.

#### **Shallow Learner:**

- A week later, we ask them to write a letter and they write the same letter.
- There is little connected learning; we have learned how to use adjectives to add detail since, but the child does not incorporate this into their letter.

#### **Expected Depth:**



- A week later, we ask them to write a letter and they write a different and improved letter, including new content and in particular
- They include the use of adjectives to add detail (a skill we have worked on in the last few months).
- The child is combining and enhancing their work based on applying their knowledge.

#### **Deeper Learning:**

- A week later, we ask them to write a letter and they write a very different and improved letter, including a slightly different structure
- They have decided to use paragraphs and a style of writing similar to how we worked on making complaints last term.
- Also they include the use of richer adjectives to add detail (a skill we have worked on in the last few months).
- The child is combining and enhancing their work based on applying their knowledge from across the subject.

#### **Deepest Learner:**

- A day later, this child comes to school with a letter they have written. They have written a letter to the BBC to ask why their favourite TV show was replaced by Wimbledon. They like tennis, but it is certainly not as good as the train show where they travel across the country they had decided to watch that afternoon.
- The letter combines a wide range of learning concepts from across the year.
- This child is combining their learning in creative contexts and independently developing their own learning.

#### **Moments of Mastery**

The night was dark, therefore it was difficult to see. It was difficult to see, because the night was dark. Because the night was dark, it was difficult to see.

### **Appendix 6 What Does Mastery Look Like in Maths?**

We teach this child some number facts to ten, which they succeed in learning.

#### **Shallow Learner:**

- A week later, we work with them on number facts - the child can recall the facts fluently, but they find using these facts outside of the use of number lines challenging.
- When asked a problem about the facts written in a different manner but they cannot solve it independently.

What Does Mastery Look Like in Maths?

We teach this child some number facts to ten, which they succeed in learning. Expected Depth:

- A week later, we work with them on number facts - the child can recall the facts fluently, and when asked a problem about the facts written in a different manner they can solve it



independently. • The child is beginning to use these facts in different orders and to solve problems. • The child is combining and enhancing their work based on applying their knowledge.

### What Does Mastery Look Like in Maths?

We teach this child some number facts to ten, which they succeed in learning.

#### Deeper Learning:

- A week later, we work with them on number facts - the child can recall the facts fluently, and when introduced to the concept of flipping or reversing the facts, grasps this and uses it to write out a string of 'new' facts in the classroom's number corner independently
- When asked a challenging problem about the facts, combining these new number facts with some work on addition, they can solve it independently.
- The child is using these facts in different orders to solve problems.
- The child is combining and enhancing their work based on applying their knowledge from across the subject.

### What Does Mastery Look Like in Maths?

We teach this child some number facts to ten, which they succeed in learning.

#### Deepest Learning:

- Before you finish the lesson, this child is teaching their partner some backward number facts using some number blocks.
- After the weekend, this child comes to school with an idea - they have been discussing the number facts with Teddy at home and found that if you reverse the facts they answer the questions on missing numbers we did last week. They ask if the teacher knew this?
- The child is independently using these facts and combining them with other facts to solve problems.
- This child is combining their learning in creative contexts and independently developing their own learning.

## Appendix 7.1 Assessment Cycle Overview

<b>September</b>	Class context & intervention meetings Y1-6 (Inclusion Team)	<ul style="list-style-type: none"> <li>• Using June data new class teachers establish class need using pupil and groups data</li> <li>• Focus on provision for individual pupils below expected</li> <li>• Identification of focus children (approx. 1/3 of class)</li> <li>• Provision map reviewed</li> <li>• Data used to set performance management targets</li> </ul>
<b>EYFS</b>		<ul style="list-style-type: none"> <li>• Baseline established</li> <li>• Groups analysis to inform provision</li> <li>• From this point continuous</li> </ul>



		observations recorded in pupil assessment folders benchmarked against EYFS framework expectations & recorded & analysed on TT
<b>October</b>	EYFS Class Context Meetings  Data Collection to wards the end of half term  Year 2 & 6 Progress Reviews	<ul style="list-style-type: none"> <li>• Using baseline data class teachers establish class &amp; group need</li> <li>• Focus on provision for individual pupils below expected</li> <li>• Identification of focus children (approx. 1/3 of class)</li> <li>• Provision map reviewed</li> <li>• Data used to set performance management targets</li> </ul>
<b>December</b>	Data Collection Week (Curriculum Team)  Year 2 & 6 Progress Reviews	<ul style="list-style-type: none"> <li>• Data gathered for R,W,M,GSP, Science</li> <li>• 6 month progress measures for June to December established using target grids</li> <li>• Cohort and groups data sets compiled</li> <li>• EYFS progress check</li> <li>• Moderation meeting first week of Dec/Data Submitted by end of first week in Dec</li> <li>• Termly reporting to parents</li> </ul>
<b>January</b>	Pupil Progress Meetings (Incl&Curric Teams)  Year 2 & 6 Progress Reviews (February)	<ul style="list-style-type: none"> <li>• Pupil &amp; Cohort progress measured</li> <li>• Focus on pupils not making progress &amp; those below expected</li> <li>• Provision map reviewed</li> </ul>
<b>March</b>	Mid-Point review of interventions  for profile children (Inclusion Team)	<ul style="list-style-type: none"> <li>• Evaluation of impact of interventions and any issues arising from provision</li> <li>• Book review of progress of focus children</li> <li>• Review of support if needed</li> <li>• Termly reporting to parents</li> </ul>



<b>May</b>	End of Key Stage Statutory  Assessments (standard tests, checks alongside teacher assessments)  Year 1 Phonics Check	<ul style="list-style-type: none"> <li>• Statutory assessments for Reading, Writing, Maths, Grammar, Spelling, Punctuation &amp; Science undertaken in Year 2 and 6</li> <li>• Outcomes for Reception children summarised against each area of learning and reported</li> <li>• Year 1 Phonics check undertaken within statutory timeframe. Repeat Y1 phonics test for underachievers</li> </ul>
<b>June</b>	Data Collection Week (Curriculum Team)	<ul style="list-style-type: none"> <li>• Data gathered for R,W,M,GSP, Science</li> <li>• Annual progress measures established</li> <li>• Using summative tests</li> <li>• Cohort and groups data sets compiled</li> <li>• Provision map reviewed</li> </ul>
<b>June (late)</b>	Pupil Progress Meetings (Incl&Curric Teams)	<ul style="list-style-type: none"> <li>• Pupil &amp; Cohort progress measured</li> <li>• Focus on pupils not making progress &amp; those below expected</li> <li>• Provision map reviewed</li> </ul>
<b>July</b>	Handover meetings	<ul style="list-style-type: none"> <li>• Summative data passed on to new class teacher</li> <li>• Performance management targets reviewed</li> <li>• Termly report to parents</li> </ul>

#### Appendix 7.2 AUTUMN TERM ASSESSMENT CYCLE AT BHAKTIVEDANTA MANOR SCHOOL

Month	Date	Key Events	Year Group
<b>Autumn Term 1</b>			
September	<b>Wk Beg: 18/9/17</b>	English & Maths Progress meeting Numerical Target Setting School Performance Reports	Y1,Y2,Y3,Y4,Y5 & Y6
	<b>WK Beg: 18/9/17 Baseline Formative Assessment On going</b>	<b>Target Tracker Baselines data for each Class Y1 to Y6</b> <b>Teacher Formative Assessments: highlighting statements on target tracker</b> 1. Spoken Language 2. Reading	Y1,Y2,Y3,Y4,Y5 & Y6



	22/9/17	3. Writing/Phonics tracking 4. Maths 5. Science  Finalise and Implement Provision Map	
October	2/10/17 – 6/10/17	FS Baseline KS1 & 2 Summative assessments (Steps)	Reception Years 1-6
<b>Autumn Term 2</b>			
November	<b>Wk Beg: 6/11/17</b>	Pupil teacher learning target setting	All year groups
	<b>Wk Beg: 6/11/17 to 4/12/17</b>  <b>8/12/17</b>	<b>Teacher Formative Assessments: highlighting statements on Target Tracker</b> 1. Spoken Language 2. Reading 3. Writing/Phonics tracking 4. Maths 5. Science <b>Autumn Term Data updated on Target Tracker Summative Steps</b> With the support of Development Matters goals to carry out on-going assessment on chn	Nursery Reception  Y1 to Y6 ALL year groups
	27/11/17	Review Provision Map	KS1 & KS2
December	<b>Wk Beg: 4/12/17</b>	Standardised tests in Literacy and Numeracy	KS2
	<b>Wk Beg: 11/12/17</b>	End of Term Standards and Progress Report (analysis)	All year groups
January	5/1/18	Pupil Progress Meetings (Individual teachers)	All year groups

### Appendix 7.3 Annual Formative Assessment Schedule

Key Stage/ Year Group	Subject/ Area	Performance descriptors	Form of testing/ assessment
Early Years	Baseline Assessment on entry to the school	All aspects are measured using development matters stages at either: <ul style="list-style-type: none"> <li>• 22-36 months</li> <li>• 30-50 months</li> <li>• 40-60 months</li> <li>• Early Learning Goals</li> </ul>	Teacher assessment plus moderation with local schools
	End of Early Years assessment in all aspects of learning Prime	All aspects are measured	



	<p>Areas</p> <ul style="list-style-type: none"> <li>• communication and language</li> <li>• physical development</li> <li>• personal development</li> </ul> <p>Specific Areas:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the World</li> <li>• Expressive Arts and Design</li> </ul>	<p>using development matters stages at either:</p> <ul style="list-style-type: none"> <li>• 22-36 months</li> <li>• 30-50 months</li> <li>• 40-60 months</li> </ul> <p>Early Learning Goals</p>	<p>Teacher assessment plus moderation with local schools</p>
	<p>Good Level of Development: Children must attain Early Learning Goals in all prime areas plus Early Learning Goals in literacy and mathematics</p>	<p>All aspects are measured using:</p> <p>Emerging</p> <p>Expected</p> <p>Exceeding</p> <p>To achieve a Good Level of Development (to be ready for the KS1 curriculum) children must be work at the expected or exceeding stage of the Early Learning Goals</p>	<p>Local Authority moderates 25% of schools each year</p>
<p><b>Year 1 Phonics Screening</b></p> <p><b>(with retake if required in Year 2)</b></p>	<p>Phonics reading Screening Test</p>	<p>Children are judged to be: At age, related expectation (achieved the pass mark) Or Working towards age related expectation (below the pass mark). They will have to re-sit the screening test in Year 2.</p>	<p>Read a list of phonetic words accurately.</p>
<p><b>Key Stage 1 (End of Year 2)</b></p>	<p>Reading</p> <p>Writing</p> <p>Grammar,</p> <p>Punctuation</p> <p>Spelling</p> <p>Mathematics</p> <p>Science</p>	<p>In reading, writing and mathematics, children will be judged to be:</p> <p>Working towards the expected standard</p> <p>Working at the expected standard</p> <p>Working at greater depth within the expected standard</p>	<p>Children sit tests for reading, grammar punctuation and spelling and maths.</p> <p>These are used to inform teacher assessment.</p> <p>Local Authority moderates 25% of schools each year</p> <p>In Science children will be judged to be: Working at the expected standard if</p>



			they have achieved the full criteria.
<b>Key Stage 2 (End of Year 6)</b>	Reading Writing Grammar, Punctuation and Spelling Mathematics Science	<p>In reading, maths and science children will be judged to be:</p> <p>Working at the expected standard if they score enough marks in the test.</p> <p>In writing children will be judged to be:</p> <p>Working towards the expected standard</p> <p>Working at the expected standard</p> <p>Working at greater depth within the expected standard</p>	<p>Children sit tests for reading, grammar punctuation and spelling and maths.</p> <p>Teacher assessment of writing will be submitted.</p> <p>Local Authority moderates 25% of schools each year for writing judgements.</p>

This formative assessment is recorded electronically on School Pupil Target Tracker for Reception and Year 1 to 6.



## Appendix 8 Autumn Term Monitoring Schedule

### Headteacher and Subject Leaders

AUTUMN 1	Dates	What	Who
Planning Files	Wk Beg: 18/9/17 2/10/17	Weekly Medium Term Maths English	All year groups
	25/9/2017 9/10/17	Science	All year groups
Work Scrutiny	27/9/17 5/10/17	Maths English Science	All year groups
Observing teaching & learning	19/9/17 26/9/17 3/10/17 10/10/17	<b>Learning walks</b> Differentiation Challenge Progress Learning Environment Children's Level of Engagement Behaviour Management (See Learning Walk Proforma)	All year groups
	13/9/17	<b>Formal Lesson Observation</b>	Year 3&4
	21/9/17	<b>Formal Lesson Observation</b>	Year 2
	28/9/17	<b>Formal Lesson Observation</b>	Rec/Yr 1
	3/10/17	<b>Formal Lesson Observation</b>	Year 5 & 6
Planning Files	30/10/17 13/11/17 27/11/17	Weekly Medium Term Maths English	All year groups
	6/11/17 20/11/17 04/12/17	Humanities	All year groups
Work Scrutiny	2/11/17 9/11/17 16/9/17 30/11/17	<b>Learning walks</b> Differentiation Challenge Progress Learning Environment Children's Level of Engagement Behaviour Management (See Learning Walk Proforma)	All year groups
Observing teaching & learning	30/11/17	<b>Formal Lesson Observation</b> <i>To be confirmed/scheduled for other year groups following observation 1</i>	Year 3&4
Pupil Conferencing	6/11/17 13/11/7	Head teacher meeting with pupils to discuss their learning and progress/views on the provision they	<b>KS2</b> <b>KS1</b>



	20/11/1	receive	EYFS
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