

# Fort Royal



Community Primary School

*Play • Learn • Laugh • Succeed*

## ASSESSMENT POLICY

<b>Review Date</b> 01/03/2018			
<b>Revision</b> 0.1	<b>Statutory Policy?</b> Yes	<b>Governors Approval</b> Yes	<b>Date</b> 01/03/2016

## HISTORY OF POLICY REVIEW/CHANGES

Date	Page	Details of Change	Amended by	To be Ratified

### 1. Principles

Using the principles and processes of assessment, we aim to:

- Monitor progress and support learning by checking what a child understand and what they need to learn next
- Recognise the achievements of children and identify any areas of development
- Inform children of their progress and next steps
- Guide planning, teaching, additional support curriculum development and resources
- Inform parents of their child's achievement and how they can support their child's learning
- Enable the active involvement of children in their own learning
- Good assessment will drive improvement for pupils and teachers
- Good assessment will ensure that the school is keeping up with external best practice and innovation

### 2. In Practice

- At Fort Royal assessment is the process of identifying and analysing information about the children's learning to provide evidence of progress and achievement.
- Assessment is fundamental to be able to extend and challenge children's learning so they can reach their full potential.
- By its very nature assessment is cyclical; using formative and summative assessment to inform next steps in children's learning and plot progress, therefore our aim is to make our process of tracking and assessing children rigorous and consistent across school.
- Staff use a variety of strategies that help to inform them of their children's current level of understanding and progress at the outset of, throughout and at the end of a lesson/unit of work.
- In the front of the children's learning books will be a copy of their current APP level (and where appropriate the next level above/below) which is a working document to be annotated and dated at least at the end of every two week block of learning.

### 3. Fort Royal APPs

- At Fort Royal learning outcomes are determined following robust assessment using both the P levels and National Curriculum end of year expectations using the school's own adapted and extended assessment system (Assessing Pupil Progress (APPs)).
- This enables us to set end of year and Key Stage target expectations that span P levels into the National Curriculum end of year expectations and facilitates tracking of progress over a year and between Key Stages in one seamless and coherent system. (See Assessment Level Equivalence's diagrams below)

## 4. Expected Progress

- The progress the Pupils are expected to make is calculated using the Quartile National Benchmarks found in Progression 2010-2011 published by the Department for education (advice on improving data to raise attainment and maximise the progress of learners with special educational needs).
- We have integrated these National Benchmarks with our own extended APP framework to encompass the end of year expectations of the revised National Curriculum (see Equivalences tables below).
- All pupils are set an Upper Quartile end of year and end of Key Stage progress target unless specifically agreed with a member of SLT at progress meetings (then a midquartile target is set).
- The particular amount of progress that a pupil is expected to make to achieve an Upper Quartile progress score will depend on their starting level at the beginning of the Key stage but will equate to between 0.4 of a P level and 1.2 P levels in each academic year.

Transposing FRS P Levels onto Progression Guidance Quartile tables and relating to National Curriculum year expectations Black= P levels and (FRS P level) APPs, Green= Old NC levels. Red= Revise NC end of year expectations			
End of Key Stage target setting tool			
Attainment In English at end of KS1	LQ attainment at end of KS2	MQ attainment at end of KS2	UQ attainment at end of KS2
P1i	P1i	P2ii	P2ii
P1ii	P2i	P2i	P2ii
P2i	P2i	P2ii	P3ii
P2ii	P2ii	P3ii	P4
P3i	P3i	P3ii	P5
P3ii a/b	P4	P4	P5
P4	P5	P5	P7
P5	P6	P7	P8
P6	P7	L1C (P9)	L1A (P11) (Y1b)
P7	L1C (P9)	L1B (P10)	L2C (P12) (Y1d/s)
P8	L1A (P11)	L2C (P12)	L2B (P13) (Y2d)
(P9) L1C	(P10) L2 (Y1b)	(P15) L3 (Y3b/d)	(P17) L4 Y3b
(P10) L1B	(P13) L2 (Y1b/d)	(P15) L3 (Y3b/d)	(P17) L4 Y3d
(P11) L1A (Y1b)	P14 L2 (Y1d/s)	(P16) L3 (Y3d/s)	(P18) L4 Y3s

  

Fort Royal Quartile Progress target setting tools. For end of KS1 to end of KS2 and Annual Targets. Showing expected progress at each starting point		
Annual target setting tool		
start level at end of KS2	P Progress needed per year for MQ attainment	P Progress needed per year for UQ attainment
P1i	0.3	0.3
P1ii	0.3	0.5
P2i	0.3	0.5
P2ii	0.3	0.5
P3i	0.3	0.5
P3ii a/b	0.3	0.5
P4	0.3	0.8
P5	0.5	0.8
P6	0.8	1.2
P7	0.8	1.2
P8 +	1	1.2

# Fort Royal APP Assessment Level Equivalences

P1i	P1ii	P2i	P2ii	P3i	P3iia	P3iiB	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18
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**Fort Royal Assessment Levels**

Y1L	Y1S	Y1H	Y2L	Y2S	Y2H	Y3L	Y3S	Y3H
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**New National Curriculum Year Expectations**

0-11 months	8-20/16-26m	30-50/40-60m
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**Early Years Foundation Stage**

L1C	L1B	L1A	L2C	L2B	L2A	L3C	L3B	L3A	L4C	L4B	L4A
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**Previous National Curriculum Levels**

0-5 months	5-12 months	1-2 yrs.	3-4yrs	5yrs	6yrs	7yrs	8yrs
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**Neuro typical age equivalences**

## **5. Planning for Progress Within the Curriculum**

- APP objectives will form the basis of planning for progress within the curriculum and have been written in line with the P scales and National Curriculum end of year expectations.
- However, the statements have been broken down into smaller steps and this enables the pupils to demonstrate progress.
- Changes to the National Curriculum (2014) mean that expectations now placed upon children's attainment has increased and highlighted an increasing gap between P8 and end of year 1 expectations.
- Therefore to demonstrate progress we have created bridging levels (P9 and P10) to 'close the gap' and now represent national curriculum expectations as follows:

End of year 1 expectations: 11 (low), 12 (secure), 13 (high)

End of year 2 expectations: 14 (low), 15 (secure), 16 (high)

## **6. Standardisation**

- The process of moderation is an essential part of the assessment system.
- Teaching staff are involved in the moderation process to mutually agree on criteria for the children's attainment within school and through cross school moderation.

## **7. Classroom Assessment**

- Formative assessment (Assessment for Learning) is a powerful way of raising children's achievement. It is based on the principle that children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.
- Planning should focus on learning objectives, outcomes defined by success criteria and questioning designed to assess the progress of children through the lesson.
- Teaching and learning is differentiated to ensure progress. Questioning is used to stretch learning and continually assess the children's progress (as part of the differentiation)
- Children's responses to questioning can determine whether teaching needs to be reshaped during the lesson or additional, prompt intervention should be provided

## **8. Measuring Attainment and Progress Outcomes**

- Summative assessment (Assessment of Learning) is important for informing both parents/carers and teachers of a child's attainment and progress.
- This will also inform whole school target setting and prediction of a cohort's future attainment.
- Books are key sources of evidence of children's progress. They must be kept up to date and marked according to the school policy
- APP will be kept in the front of children's books and annotated to show progress, this may involve highlighting the objective if achieved or noted as emerging or developing depending on the skills observed
- Data will be collected termly at target setting meetings to provide an overview of attainment and progress and set new targets
- In order for an objective to be achieved the skill will need to be demonstrated with a range of adults, in a variety of situations, with a range of resources and ultimately independently