

LGCS Policy	Assessment					
Approved by	LAC	Issue Date	Nov 18	Review Date	Sep 20	
Audience	Trustees		Staff	✓	Pupils	
	Local Academy Council		Parents	✓	General Public	
		✓				✓

How we assess children at LGCS.

1. Assessment (Foundation Stage)

Definitions of terms used IN EYFS

B.A.R.E	(EYFS) Working below chronological age
A.R.E	(EYFS) Working within their age band
E.A.R.E	(EYFS) Working above the age band

Long Observations: This involves following the child for a period of time approximately ten minutes and documenting what they do. This is then analysed against the 'Development Matters' objectives in the Foundation Stage Curriculum Guidance and next steps are identified and planned for, for the following week

Short observations: these are spontaneous 'capture the moment' short observations. Teachers and EYPs document onto either short observations, snap shots or speech bubbles sticky labels what the child has done

Both the long and short observations are used to provide evidence to assess and fill out the Foundation Stage Profile. In addition, children attending Saplings preschool will receive a statutory 2-year-old progress report or and all parents will also receive reports on their child's progress in line with whole school expectations.

Tiny Tracker: The school completes on line Learning Journeys using the 'Tiny Tracker' assessment system. These Learning Journeys provide key evidence in support of the profile points, which provides a record of attainment for each child.

2. Expected Attainment and Progress (EYFS)

	<i>Pre School (P2)</i>	<i>EYFS 1 (Nursery):</i>	<i>EYFS 2 (Reception):</i>
Assessment Date	'Expected' Level of attainment	'Expected' Level of attainment	'Expected' Level of attainment
Aut On Entry (evidence collected and judgement made within two weeks)	22-36 emerging	30-50 emerging	40-60 emerging
End Block 1	22-36 emerging	30-50 emerging	40-60 emerging
End Block 2	22-36 developing	30-50 developing	40-60 developing
End Block 3	22-36 developing	30-50 developing	40-60 secure
End Block 4	22-36 secure	30-50 secure	ELG 2 emerging
End Block 5	22-36 secure	30-50 secure	ELG 2 developing
End Block 6	30-50 emerging	40-60 emerging	ELG 2 secure
	Exceeding at end of Preschool is 30-50 secure or above	Exceeding at end of Nursery is 40-60 consolidating or above.	NB: Exceeding at end of Reception is ELG 3 exceeding and using national curriculum. Please note: Reception: score 1= ELG emerging or below, Profile score 2= ELG expected, Profile score 3= ELG exceeding. Children on track to be GLD are those at expected for 3 prime areas plus literacy and mathematics.

3. **Phonics:** It is expected that all children will leave reception secure on phase 3 phonics. Progress towards this target will be tracked throughout the year. It will also be discussed at RAP meetings held at the end of blocks 2, 4 and 6. Support will be put in place for children not working at this level.

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4. Reading, Writing and Maths (Years 1-6)

Definitions of terms used in this section

B.A.R.E	(Yrs. 1-6) Working below the Age Related Expectations
A.R.E	(Yrs. 1-6) Working at the Age Related Expectations
E.A.R.E	(Yrs. 1-6) Exceeding the Age Related Expectation

All year groups have specific attainment targets set for the number of children that are expected to achieve EARE and ARE. These are discussed at RAP meetings.

4a Formative Assessment

The attainment of children is assessed using 'Attainment Steps' which are recorded on the 'Stat on Line' tracking system. Each child's Attainment Step is determined by the proportion of the appropriate curriculum that they have mastered. During the KS1 and KS2 stages of attainment, children enter, develop and then become secure with the statements for each year group in turn.

Step	Appropriate Curriculum	
1-15	Pre-Y1 attainment stages	
16	Curriculum Year 1	Entering
17		Developing
18		Secure
19	Curriculum Year 2	Entering
20		Developing
21		Secure
22	Curriculum Year 3	Entering
23		Developing
24		Secure
25	Curriculum Year 4	Entering
26		Developing
27		Secure
28	Curriculum Year 5	Entering
29		Developing
30		Secure
31	Curriculum Year 6	Entering
32		Developing
33		Secure
34 +	Post-Y6 attainment stages	

All of the statements in the grids, which can be found on the STAT Sheffield website (www.statsheffield.org), are taken directly from the National Curriculum. The grids also include some Key Performance Indicators which children must master before they can move on. These underlined statements prevent gaps in learning from developing. Teachers are also supported by the statement descriptors, which break down each statement into greater detail in order to support planning, assessment and moderation.

4b Summative Assessment

Reading: Children will complete a Star Reader test at the end of blocks 1, 2 and 3. Results will be recorded on Sims using the following codes.

B.A.R.E	% of children who score a NRSS of <95 in Star Reader Test.		
	Urgent Intervention: below 77 NRSS	Intervention: 77-84 NRSS	On Watch: 85- 94 NRSS
Expected	% of children who achieve a NRSS of between 95 and 114		
Exceeding	% of children who achieve a NRSS of above 115		

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Maths: Children will complete a PUMA test at the end of blocks 1,2 and 3. Results will be recorded on Sims using the following codes.

B.A.R.E	% of children who score a SS of <90 in PUMA Test.		
	Urgent Intervention: 72 and below	Intervention: 73-80 NRSS	On Watch: 81-89 NRSS
Expected	% of children who achieve a SS of between 90 and 114		
Exceeding	% of children who achieve a NRSS of above 115		

SPAG

Children will complete a Rising Stars Progress Test at the end of each block. This will assess the child's progress in GPV (grammar, punctuation and vocabulary) and spelling. Scores will then be recorded using the Rising Stars Pupil Progress Tracker.

4c On Track Points- Point in Time Assessment (PITA)

In addition, children will also be awarded a PITA at the end of blocks 1,2 and 3. The purpose of On Track Points is to provide a simple and clear way of describing where children are in relation to meeting the national expectations at the end of a year group or key stage. They support teachers in making a decision on a child's current stage of development and enable staff to better understand where focuses need to be placed in order to address underachievement. It aims to eliminate the issue of progress appearing lower due to aspects of the curriculum not yet being covered and add weighting to the speed at which children grasp new concepts along with the depth of their understanding.

Reading / Phonics/ SPAG and Maths

1 (Well below)	Red grading in tests
2 (Below)	Yellow grading in tests
3 (Working towards)	Blue grading in tests
4 (Expected)	Green grading in tests
5 (Exceeding)	Purple grading in tests
6 (Working Beyond)	Purple grading in tests

Breakdown of SPAG scores

The spelling and GPV Rising Stars tests will be combined to produce an overall score

	Year 1	Year 2	Years 3-6
Red	0-3	0-5	0-10
Yellow	4-7	6-11	11-15
Blue	8-11	12-17	16-21
Green	12-17	18-24	22-31
Purple	18-20	25-30	32-40

Breakdown of Phonics Scores

	Year 1
Red	0-9
Yellow	10-19
Blue	20-31
Green	32+

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Writing If desired, Pita can also be used for writing judgements

On Track Point	Description of a child at this point
1 (Well Below)	<ul style="list-style-type: none"> Regularly unable to access the curriculum for their year group or the year group below. Requires additional classroom support, will often have significant SEND or EAL barriers to learning. Will undertake different tasks to the rest of the class.
2 (Below)	<ul style="list-style-type: none"> Is able to access the curriculum of their year group or the one below with support and scaffolding. Likely to have SEND or EAL barriers to learning. May undertake tasks that are modified or completely different to the rest of the class. Struggles to grasp new concepts without significant support and scaffolding. Struggles to embed concepts.
3 (Working Towards)	<ul style="list-style-type: none"> Is able to access the curriculum of their year group, will regularly require scaffolding and support. Does not grasp new concepts quickly. Needs support to embed concepts. Can apply concepts with support or scaffolding.
4 (Expected)	<ul style="list-style-type: none"> Meets many of the expectations in the national curriculum for their year group. May make errors, but is usually able to improve work following feedback and support. Has some gaps in learning. Is generally successful in grasping and embedding concepts. Can apply skills and understanding independently, but not always successfully.
5 (Exceeding)	<ul style="list-style-type: none"> Meets the vast majority of the expectations in the national curriculum for their year group. Usually grasps new concepts and embeds them quickly and independently. Is able to attempt learning that is beyond the complexity of their year group with some success. Can apply their age appropriate understanding and skills to a wide range of contexts and is generally successful. Can often explain and justify their ideas. Can critique their work and improve it.
6 (Working Beyond)	<ul style="list-style-type: none"> Is exceeding expectations in the national curriculum for their year group. The vast majority of times grasps new concepts and embeds them quickly and independently. Is often able to attempt learning independently that is beyond the complexity of their year group with some success. Can apply beyond age appropriate understanding and skills to a wide range of contexts with regular success. Can clearly explain and justify their ideas. Can critique their own and others' work leading to improvement.

5. For all other subjects (Art, Computing, DT, Geography, History, MFL, Music, PE, PSHE and RE)

Attainment: Depth of Learning (DOL) Index.

Milestone	Milestone 1 The standard to reach by the end of Year 2						Milestone 2 The standard to reach by the end of Year 4						Milestone 3 The standard to reach by the end of Year 6					
	B		A		D		B		A		D		B		A		D	
Depth Of Learning	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

Children follow the Essential Chris Quigley curriculum and attainment and progress is measured using The Depth of Learning Index (see above). The children are assessed against three milestones. Milestone 1 is the standard to reach by the end of Year 2, Milestone 2 is the standard to reach by the end of year 4 and Milestone 3 is the standard to reach by the end of year 6.

Within each milestone the child's depth of learning is also measured. Understanding of the milestone will either be Basic, Advancing or Deep?

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will	Main teaching style
Basic	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow methods or instructions, complete tasks, recall, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare	Reminding Guiding
Deep	Cognitive demands are complex and abstract. Involves problems	Deepening Understanding	solve non-routine problems, appraise, explain concepts,	Coaching Mentoring

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	with multi-steps or more than one possible answer. Requires justification of answers.		hypothesise, investigate, cite evidence, design, create, prove.	
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Each of the cognitive domains Basic, Advancing and Deep are also split into 2 which gives a quantification of a pupil's depth of learning. The table below shows how the depth of learning index represents a pupil's cognitive domain.

Depth Of Learning	Depth Of Learning Index	Meaning
Basic 1	1	Some evidence of some of the indicators
Basic 2	2	Widespread evidence of some of the indicators
Advancing 1	3	Some evidence of most of the indicators
Advancing 2	4	Widespread evidence of some of the indicators
Deep 1	5	Some evidence of most of the indicators
Deep 2	6	Widespread evidence of some of the indicators

Progress: The nature of depth means that progress is not a straight line. For this reason, depthoflearning.com does not measure termly progress. Instead, it compares pupils' Cumulative DOL index with their lines of good progress. If a pupil matches their line then they are making good progress and, by following the line, it is possible to forecast their end of milestone DOL index. These lines are based on EYFS exit information and show three lines of progress. One for a pupil who was assessed at the end of EYFS as emerging, one for expected and one for exceeding. The three lines represent working towards, meeting and mastering national expectations.

6 SEND

It is recognised that not all children are working at A.R.E or E.A.R.E. If a child is working at a level significantly below that of their age group expectations, the class teacher in consultation with the Principal/ Vice-Principal and Senco can make the decision to set work and judge performance using a lower year group's tracking grid. For example, year 4 children could be provided with work at year 3 or year 2 levels. However, these children must:

1. Be recognised as needing urgent intervention and be recorded as M or K on the sen tracker.
2. Receive additional support. This can be offered in a number of ways. For example, participation in target group within class, small group intervention provided by a classroom assistant, external support etc.).
3. Make accelerated progress to narrow the gap between their performance and ARE.
4. Still be included in the cohorts tracking grids for attainment.

7 Moderation

Regular moderation of work takes place each term to ensure consistency of assessment. Teachers meet in phase groups or in cross phase groups to analyse children's work against age related expectations or Early Years Foundation Stage Profile (EYFSP). Throughout the year, teachers in Reception, Year 2, Year 4 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation. In addition, all teachers will attend a Raising Achievement and Progress meeting once a block to discuss the performance of their group/class/cohort and moderate judgements made.

8 Attainment and Progress are recorded on the school milestones document using the following code

Attainment	n/a	On track	5-9 % off target	10% or more off target	10% or more off target but difference has diminished since last block
Progress in Reading and Maths	Accelerated progress has been made	Expected Progress made	Children have made progress but it is not yet expected	Progress shows a negative trend	n/a

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9 Review

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. The policy will be revised in line with the new action plan targets set. In order to carry out this evaluation, the Senior Leadership Team will keep evidence of the changes and improvements brought about by the implementation of the Assessment Policy. Lesson observation reports, scrutiny of work and marking, monitoring of planning and assessment analysis will be kept centrally in a School Assessment File.