

LGCS Policy	Assessment					
Approved by	LAC	Issue Date	Nov 19	Review Date	Nov 21	
Audience	Trustees		Staff	✓	Pupils	✓
	Local Academy Council		Parents	✓	General Public	✓

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

How we assess children at LGCS.

1. Assessment (Foundation Stage)

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.

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.

2. Expected Attainment and Progress (EYFS)

Assessment Date	Pre School (P2)	EYFS 1 (Nursery):	EYFS 2 (Reception):
On Entry (evidence collected and judgement made within two weeks)	‘Expected’ Level of attainment 22-36 emerging	‘Expected’ Level of attainment 30-50 emerging	‘Expected’ Level of attainment 40-60 emerging
End Block 1a	22-36 emerging	30-50 emerging	40-60 emerging
End Block 1b	22-36 developing	30-50 developing	40-60 developing
End Block 2a	22-36 developing	30-50 developing	40-60 secure
End Block 2b	22-36 secure	30-50 secure	ELG 2 emerging
End Block 3a	22-36 secure	30-50 secure	ELG 2 developing
End Block 3b	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.

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3. Educater- (Used for Reading, Writing, SPAG and Science in Years 1-6)

The attainment and progress of children is assessed using 'Attainment Steps' which are recorded on the 'Educater' 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.

4 Point in Time Assessments (PITA) Used for: Reading, Maths, SPAG and Phonics in Years 1-6

Children complete Point in Time Assessments at the end of blocks 1, 2 and 3. The purpose of PITAs are 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. The grade boundaries are as follows::

4a) Reading Type of PITA- Star Reader

1	Well below- Urgent Intervention required	<77 NRSS
2	Below- Intervention required	77-84 NRSS
3	Working towards- Children are on watch	85-94 NRSS
4	Expected – Children are on track to meet end of year ARE	95-114 NRSS
5	Exceeding- Children working to greater depth	115+ NRSS
6	Working Beyond- Children exceeding their year group expectations	Awarded by SLT/ SENDCo

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4b) Maths Type of PITA- PUMA

1	Well below- Urgent Intervention required	<72
2	Below- Intervention required	73-80 NRSS
3	Working towards- Children are on watch	81-89 NRSS
4	Expected – Children are on track to meet end of year ARE	90-114 NRSS
5	Exceeding- Children working to greater depth	115+ NRSS
6	Working Beyond- Children exceeding their year group expectations	Awarded by SLT/ SENDCo

4c) SPAG Type of PITA- Rising Stars Progress Check

The spelling and GPV Rising Stars tests scores are combined to produce an overall score

		Year 1	Year 2	Years 3-6
1	Well below- Urgent Intervention required	0-3	0-5	0-10
2	Below- Intervention required	4-7	6-11	11-15
3	Working towards- Children are on watch	8-11	12-17	16-21
4	Expected – Children are on track to meet end of year ARE	12-17	18-24	22-31
5	Exceeding- Children working to greater depth	18-20	25-30	32-40
6	Working Beyond- Children exceeding their year group expectations	Awarded by SLT/ SENDCo		

4d Phonics Type of PITA- Year1 Phonics assessments

		Year 1
1	Well below- Urgent Intervention required	0-9
2	Below- Intervention required	10-19
3	Working towards- Children are on watch	20-31
4	Expected – Children are on track to meet end of year ARE	32+

5 Connected Learning (Art, Computing, DT, Geography, History, Music, PE and RE)

Attainment: Depth of Learning (DOL) Index.

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, and 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 with multi-steps or more than one possible answer.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.	Coaching Mentoring

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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.

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

6 SEND

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. However, these children must:

- I. Be recognised as needing urgent intervention and be recorded as M or K on the sen tracker.
- II. 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.).
- III. Make accelerated progress to narrow the gap between their performance and ARE.
- IV. 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.