



# JEA Assessment Policy

## 2017-18

*Every child, every chance, every day.*

## **Contents**

Introduction and Aims	3
Arrangements for the Governance, Management and Evaluation of Assessment	4
Roles and Responsibilities	4
Governors	4
Senior Leadership Team	4
Teachers	4
Teaching Assistants	4
Parents and Carers	4
How Assessment Outcomes are Collected and Used	4
In-School Formative Assessment	5
Giving Feedback and Feedforward	6
Aims of Feedback and Feedforward	6
Principles of Feedback and Feedforward	6
Guidance for Providing Feedback and Feedforward	6
Staff Providing Feedback and Feedforward	6
Frequency of Feedback and Feedforward	6
Colours Used for Feedback and Feedforward	6
In-School Summative Assessment	7
Use of Tests	7
Tracking Pupil Progress	8
Nationally Standardised Summative Assessment	8
Assessing Children with SEND	8
Assessing the Most-Able Children	8
Assessing Children in the EY	8
Reporting	8
Policy Review	8
APPENDIX 1: Key Expectations for Written and Verbal Feedback (2017-2018)	9
APPENDIX 2: Feedback Examples & Codes (2017-2018)	10
APPENDIX 3: Feedback Examples	11/12
APPENDIX 4: EY / KS1 / KS2: SUMMATIVE ASSESSMENT AND PROGRESS OVERVIEW (NC2014)	13/14
APPENDIX 5: James Elliman Academy: Assessment Timetable 2017-2018	15
APPENDIX 6: Evaluating the Quality of Feedback	16/17

## **Introduction**

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. Assessments take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive, and we strive for children of all abilities to achieve.

This assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

## **Aims**

- Ensure that all children make good progress and achieve.
- Track children's attainment and progress, against AREs, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessment and skills analysis are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

## **Arrangements for the Governance, Management and Evaluation of Assessment**

### **Roles and Responsibilities**

#### **Governors:**

- Monitor whole school data.
- Monitor assessment practices in school.

#### **Senior Leadership team:**

- Moderate teacher assessments and tests.
- Set realistic whole school targets.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

#### **Teachers:**

- Regularly use ongoing formative assessment and skills analysis.
- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.

#### **Teaching Assistants:**

- Provide feedback to teachers on pupil progress and attainment.

#### **Parents and Carers:**

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their home learning.

### **How Assessment Outcomes are Collected and Used**

We use three key forms of assessment:

- In-school formative assessment.
- In-school summative assessment.
- Nationally standardised summative assessment.

## In-School Formative Assessment

Formative assessment takes place during learning and:

- Assesses knowledge, skills and understanding.
- Identifies children's strengths.
- Highlights gaps in learning.
- Tackles children's misconceptions.
- Identifies the next steps in learning.
- Diagnoses need for support or intervention.
- Informs teacher planning and reporting.

Types of formative assessment include:

- Rich question and answer sessions during lessons.
- Written feedback of pupils' work.
- Verbal feedback while pupils are working.
- Observational assessment, such as during the Innovate stage.
- Regular short recap quizzes.
- Peer-assessment and self-assessment.

We use Cornerstones Assessment to support our formative assessment methods. Cornerstones Developmental Skills provides a learning progression through the national curriculum with end of term AREs for English and mathematics. Teachers use the Developmental Skills to support differentiation during lessons and to plan the next learning steps for individual pupils or groups. The Developmental Skills are organised into aspects within each subject area which ensure the children have the opportunity to acquire a breadth of skills. 'Depth of learning' is achieved once a child has demonstrated an ability to confidently apply these skills in a range of contexts and across other subjects.

Assessment and Moderation Grids (AMGs) are used to assess and record attainment in reading, writing and mathematics. The grids contain key developmental skills and enable teachers to measure, track and share children's attainment. We use them to record formative and summative assessment and provide the supporting evidence necessary to make age-related judgements on children's attainment. If a child has achieved the vast majority of skills on a grid, they can be judged to be working at that ARE. If a child is working below the age-related statements on a grid, they are assessed using the previous grid. A child showing that they can use and apply the vast majority of skills from a higher ARE can be judged as working at greater depth within the expected standard or working above the expected standard.

	Working towards the expected standard	Expected standard			Above the expected standard
		Working at the expected standard	Working at greater depth within the expected standard	Working at greater depth within the expected standard	
End of KS1 ARE	6 years 10 months	7 years 2 months	7 years 6 months	7 years 10 months	8 years 2 months
End of KS2 ARE	10 years 10 months	11 years 2 months	11 years 6 months	11 years 10 months	12 years 2 months

Teachers standardise and moderate work at similar levels across school and with other schools (in the Park Federation and externally) to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence.

Our teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum but ensure that they are fluent in all aspects of the ARE before moving them on. The Cornerstones progression of Developmental Skills allows for children's learning to be extended at an appropriate pace.

## **Giving Feedback and Feedforward**

At James Elliman Academy, we regard effective and efficient feedback an integral part of the teaching and learning process via continuous dialogues between teachers and pupils about how well they are doing. Teachers are able to inform children about their learning and next steps for success; their achievements; address misconceptions and celebrate good work.

## **Aims of Feedback and Feedforward**

We will offer feedback in order to:

- Show that we value their work and encourage them to do the same;
- Boost their self-esteem and aspirations;
- Give them a clear general picture of how far they have come in their learning and signpost the way ahead;
- Offer them specific information on the extent to which they have met the lesson objective;
- Promote self-assessment;
- Share expectations;
- Recognise achievement, presentation and effort;
- Gauge their understanding, and identify and address any misconceptions;
- Allow pupils to make amendments to work in order to improve and extend skills;
- Develop a dialogue between pupils and staff;
- Provide a basis both for summative and for formative assessment;
- Provide on-going assessment to inform future lesson-planning.

## **Principles of Feedback and Feedforward**

- The process of giving feedback should be a positive one with pride of place given to recognition of the efforts made by the child.
- The feedback should always be in accordance with the lesson.
- The child must be able to access the comments made, either by reading them or by verbal feedback. Comments should be appropriate to the age of the child.
- Teachers should aim to promote children's self-assessment by linking feedback into a wider process of engaging the child in his/her own learning.

## **Guidance for Providing Feedback and Feedforward**

The main objective of feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities then errors that need to be corrected will not be so numerous as to affect their self-esteem. A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised. Self-esteem is developed through pupils completing learning to the best of their capability.

## **Staff Providing Feedback and Feedforward**

Any adult that works with the children may provide verbal feedback. Teachers and HLTAs can give written feedback. Children can also peer/self-assess; this will be scrutinised and moderated by the teacher.

## **Frequency of Feedback and Feedforward**

There must be some evidence that every piece of work has been looked at by an adult (either teacher or TA). The level of feedback given will be dependent on the learning being assessed. Ticks are normal where work is correct with green highlighters used to indicate where errors have been made. Other symbols can be used once their meaning has been explained to, and understood by the pupils. (See Appendix 1: Key Expectations for Written and Verbal Feedback.)

## **Colours Used for Feedback and Feedforward**

Written feedback must be written in legible handwriting that is a model for the pupils, and also with a **Blue** pen. It must be neat, clear and on the line. Where appropriate it must also be joined. Praise (feedback) is highlighted via the use of a **Pink (Tickled Pink)** highlighter; while areas for improvement (feedforward) are via the use of a **Green (Green for Growth)** highlighter.

## In-School Summative Assessment

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects or subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

Summative assessments are carried out at the end of a project, term or year and provide further evidence and ratification of formative assessment. They take the form of written tests, observations, assessment tasks, photographs or learning journals.

Our approach is to map children's progress against AREs. These are based on the average age of pupils at the end of each term, irrespective of an individual pupil's actual age.

EYFS outcomes		Year group	Term	End of Term ARE			ELG		
Band	Descriptor			Years	Months	Months only	Reception	Summer	
22-36 months	Emerging	Pre-Nursery		2	2	26	Emerging (1)	Well well below	
	Expected			2	6	30			
	Secure			2	10	34			
30-50 months	Emerging	N1	Autumn	3	2	38		Emerging (1)	Well below
	Expected		Spring	3	6	42			
	Secure		Summer	3	10	46			
40-60+ months	Emerging	N2	Autumn	4	2	50	Emerging (1)		Below
	Expected		Spring	4	6	54			
	Secure		Summer	4	10	58			
	Exceeding	R	Autumn	5	2	62		Expected (2)	
			Spring	5	6	66			
			Summer	5	10				
Exceeding	Y1	Autumn	6	2		Exceeding (3)			
		Spring	6	6					
		Summer	6	6					

Year group	Autumn term		Spring term		Summer term	
	Years	Months	Years	Months	Years	Months
Year 1	5	10	6	2	6	6
Year 2	6	10	7	2	7	6
Year 3	7	10	8	2	8	6
Year 4	8	10	9	2	9	6
Year 5	9	10	10	2	10	6
Year 6	10	10	11	2	11	6
Year 7	11	10	12	2	12	6
Year 8	12	10	13	2	13	6
Year 9	13	10	14	2	14	6

Pupil's progress is measured in years and months, with 12 months being the expected progress in one year.

## Use of Tests

Rising Stars PUMA and PIRA Summative Tests are used to ascertain what pupils have learned, on a termly basis, in relation to the programmes of study outlined in the national curriculum for mathematics and reading. The tests are based on the statutory programmes of study for Key Stage 1 and Key Stage 2.

The relevant Gap Analysis Tool helps teachers to use the results from the tests to inform planning, make summative judgements and compare against other schools within the federation, and nationally.

### **Tracking Pupil Progress**

We use the Cornerstones system to set targets, track pupil progress and attainment, and create reports to ensure assessment is an integral part of classroom practice and school improvement. Data from teacher assessments and judgements are entered. This is ratified termly for English and Mathematics and annually for foundation subjects. The senior leadership team monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. The system highlights children whose progress is below the expected level and who may need additional support or intervention. Progress and attainment information is communicated to all stakeholders, including parents, governors and Ofsted.

### **Nationally Standardised Summative Assessment**

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally. Results from national tests are used to inform in school summative assessment and in-school assessment practice.

### **Assessing Children with SEND**

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals and photographs.

### **Assessing the Most-Able Children**

Children who achieve all age-related statements early in a term will be judged to have shown depth of learning in that subject or subject area. They can then be judged against the statements in a subsequent grid. Teachers can also refer to the Cornerstones 'Problem solving, depth and fluency' Essential Skills document which allows children to demonstrate their mastery of mathematical concepts through problem solving. For children working above Year 6 ARE, we use the Cornerstones Higher Order Essential Skills for English and Mathematics. These have been created with reference to the national curriculum programmes of study for Key Stage 3. We can assess children against AREs up to 14 years 6 months.

### **Assessing Children in the EY**

Our EY staff base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. Our EY provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. Our EY assessment presents a holistic view of a child's learning and development and our judgements take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

### **Reporting**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's progress. Fixed-appointment parent consultations are held in the Autumn, Spring and Summer terms. During the summer term we also give all parents a written report of their child's progress and achievements during the year, in relation to National Standards. In this report we also identify targets for the next school year. We write individual comments on all subjects of the National Curriculum and on Religious Education. We also include a space for children to reflect upon their learning and set personal targets for the following year.

### **Policy Review**

This policy will be reviewed on an annual basis.

## Appendix 1: Key Expectations for Written and Verbal Feedback/Feedforward (2017-2018)

### Effective feedback and feedforward should...

<ul style="list-style-type: none"> <li>Be positive, motivating and constructive for children.</li> </ul>	<ul style="list-style-type: none"> <li>Positively affect the child's progress.</li> </ul>
<ul style="list-style-type: none"> <li>Be at the child's level.</li> </ul>	<ul style="list-style-type: none"> <li>Allow specific time for the children to respond to feedback.</li> </ul>
<ul style="list-style-type: none"> <li>Involve all adults working with children in the classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Give children opportunities to become aware of and reflect on their learning.</li> </ul>
<ul style="list-style-type: none"> <li>Give recognition and appropriate praise for achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Give clear strategies for improvement.</li> </ul>
<ul style="list-style-type: none"> <li>Provide information for the teacher on the success of the teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Relate to the learning objective of the work set.</li> </ul>

### Effective feedback and feedforward should allow learning to move forward.

- Written feedback/feedforward must be written in legible handwriting that is a model for the pupils, and also with a Blue pen. It must be neat, clear and on the line. Where appropriate it must also be joined.**
- The Tickled Pink and Green for Growth approach must be used to give written feedback/feedforward at least once a week in both English and Maths for every child.**
- A combination of oral and written feedback/feedforward must be evident in English and Maths.** (Teacher Standard 6)
  - Praise** (feedback) first with **Pink highlighter**: 2-3 aspects of work that meet the LO and then state why these are good examples.
  - Improvement** (feedforward) second with **Green highlighter**: no more than 2 aspects of the work that need improving in order to meet the LO or to progress to the next stage of learning.
  - The **green** highlighted area **must** be acted upon and followed up by the teacher.
  - Ensure children respond to the feedback, and make the required improvements.
  - Sp. in the margin with the misspelt word underlined. The correct spelling written after the piece of work for the pupil to write out 3 times.
  - Unacceptable quantity or quality of work **must** be followed-up. Pupils **must** write out in whole or in part if necessary.
- G+P and Comprehension**: Written feedback and next steps for the group(s) you have worked with each lesson.
- All other subjects, including Science**: Weekly written feedback/feedforward where appropriate;
  - Positives identified, followed by next steps linked to the subject skills (not necessarily specific to English/GVPS) in the form of a question/bullet points for improvement.
  - In Science/RE/PSHE a reflective question based on their learning may be used for pupils.
- Verbal Feedback/Feedforward Symbols**:
  - LOA; Learning Objective (LO) Achieved.
  - VC; verbal comment including a note regarding the content of the comment.
- Pupil Evaluation**: At least once a week.
  - PA; Peer Assessment (in **green pen**) including the name of the 'peer' who gave feedback. Some form of feedback by the teacher must follow it.
  - SA; Self-Assessment by the pupil. This includes what they consider they achieved well and what they need to improve (linked to the LO).
- TA Feedback/Feedforward**: TAs can give verbal feedback/feedforward throughout a lesson. No work can have written feedback from a TA. HLTAs can give written feedback/feedforward where appropriate.

## Appendix 2: Feedback/Feedforward Examples & Codes (2017-2018)

<p><b>Tickled Pink &amp; Green for Growth</b></p>	<p>After taking back his tiny, golden hen, the big, nasty giant climbed the beanstalk and was never seen again.</p> <p> <span style="color: blue;">■</span> You have used some excellent expanded noun phrases.  <span style="color: blue;">■</span> Can you think of any more interesting words than 'big'?         </p>		
<p><b>LOA</b> (Learning Objective Achieved)</p>	<p><u>LO: To identify expanded noun phrases in a fiction text.</u> <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">LOA</span></p>		
<p><b>VC</b> (Verbal Comment)</p>	<p>...the big, nasty giant climbed the beanstalk and was never seen again.</p> <p><span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">VC</span> Improving the word 'big'.</p>		
<p><b>PA</b> (Peer Assessment)</p>	<p>...the big, nasty giant climbed the beanstalk and was never seen again.</p> <p><span style="border: 1px solid green; border-radius: 50%; padding: 2px;">PA</span> Can you improve the word 'big'? by James. I agree. A good tip James!</p>		
<p><b>SA</b> (Self-Assessment)</p>	<p>...the big, nasty giant climbed the beanstalk and was never seen again.</p> <p><span style="border: 1px solid green; border-radius: 50%; padding: 2px;">SA</span> I think I should improve the word 'big'.</p>		
<p><b>Sp.</b> (Spelling)</p>	<p><span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">Sp.</span></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>• the <u>giant</u> climbed the beanstalk and was never seen again.</p> <p style="text-align: center; margin-left: 20px;">giant</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <p>• the giant <u>climbed</u> the beanstalk and was never seen again.</p> <p style="text-align: center; margin-left: 20px;">climbed</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> </td> </tr> </table>	<p>• the <u>giant</u> climbed the beanstalk and was never seen again.</p> <p style="text-align: center; margin-left: 20px;">giant</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<p>• the giant <u>climbed</u> the beanstalk and was never seen again.</p> <p style="text-align: center; margin-left: 20px;">climbed</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
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## Appendix 3: Feedback/Feedforward Examples

### Useful Comments to Move Children's Learning Forward

#### English Comments

- What connectives could you use here?
- Re-read this sentence. Does it make sense? Can you write it in a different way?
- What punctuation/other words could you use to replace the repeated use of 'and'?
- There is some information missing in this text. What could they use to climb over the tree?
- You need to link the beginning of the narrative with the end of the narrative. How could you do that?
- How could you finish this sentence so that it makes sense?
- What adjectives could be missing from here?
- You have opened your paragraph with an '-ly' word followed by an '-ing' word. Try using a connective to start the next paragraph.
- You have used ideas from the learning wall. You have said 'they were excited' but how do you think they felt when...
- Try up-levering this sentence by using an adverb.
- You have used lots of interesting words! Now try starting a sentence with an adverb.
- A very descriptive opening with lots of adjectives. Now choose 3 better verbs for how the character moves.
- When do we use a capital letter? Look back at your work and see if you need to use any.
- Check your writing. Should it be – "it be's" or "it is"?
- You've used the features of the genre. Remember to use paragraphs. Have a go at showing where the paragraphs start and end by using this symbol. //

#### Maths Comments

- Remember which way round your numbers go. (Give examples and allow them to practice across 1 line.)
- Don't forget one digit per box. (Give examples and allow them to practice across 1 line.)
- What units of measure should your answer be in? Circle the one you think: Cm mm g kg.
- Fantastic! You have followed the success criteria well - now can you do this challenge? (Offer a challenge in their book.)
- Good estimating, you have followed the success criteria perfectly, can you think of a different way to check your answer?

Poor Example of Dialogic Feedback	Good Examples of Dialogic Feedback
Do question 4 again.	Can you see a pattern in your previous answers that will help you answer question 4?
Good work - What do you think is your next step?	You have shown a good understanding of finding a fraction of a number where the numerator is 1. How will this help you finding fractions of a number where the numerator is greater than 1?
28 is the wrong answer - try again.	28 is the wrong answer. Can you explain why?
Check your times tables.	What would happen if the numbers were 10 times bigger?
The last question is wrong.	Why is this 'not right'?
Which shape is the scalene triangle?	Can you explain which shape is a scalene triangle and why?
What number comes next?	What is the next number in the sequence? Can you explain the rule?
Try this next.	How could you use this skill when multiplying by a 3 digit number?

Examples of Challenges	Examples of Next Steps
Can you now read these numbers i.e. 37, 49, 86	Read and write numbers to 100 (Y2)
How can you check if an angle is greater or smaller than a right angle?	To identify acute and obtuse angles (Y4)
You have shown a good understanding of finding a fraction of a number where the numerator is 1. How will this help you finding fractions of a number where the numerator is greater than 1?	Finding fractions of amounts with numerators other than 1 (Y4)
How do you think you can use what you know about short multiplication to multiply by a 2 digit number	To use the formal written method of long multiplication (Y5)

## Appendix 4: EY / KS1 / KS2: SUMMATIVE ASSESSMENT AND PROGRESS OVERVIEW (NC2014)

### Progress Grid

N. C. Year	Assessment Scale	TPF Assessment Step	Progress Step	ARE Equivalent	Progress Step
Pre-Nursery	Dev. Matters	Birth-11 / 8-20 / 16-26 / 22-36 months	1-11	2y2m – 2y6m	1-11
Nursery	Development Matters	22-36 Secure (EY Expected Starting Point)	12	2y10m	12
		30-50 Beginning	13	3y2m	13
		30-50 Developing	14	3y6m	14
		30-50 Secure	15	3y10m	15
Reception	Development Matters	40-60 Beginning	16	4y2m	16
		40-60 Developing	17	4y6m	17
		40-60 Secure	18	4y10m	18
	EY Profile	ELG Emerging	19	4y10m –	19
		ELG Expected (EY Expected Standard)	20	5y2m - 5y6m	20
		ELG Exceeding	20.5	5y10m	21
Year 1	Standard 1	1 Working Towards	21	n/a	21
		1 Within	22	6y2m	22
		1 Expected	23	6y6m	23
		1 Greater Depth	23.5	6y10m	24
Year 2	Standard 2	2 Working Towards (KS1 SATs Working Towards)	24	n/a	24
		2 Within	25	7y2m	25
		2 Expected (KS1 SATs Expected Standard)	26	7y6m	26
		2 Greater Depth (KS1 SATs Working at Greater Depth)	26.5	7y10m	27
Year 3	Standard 3	3 Working Towards	27	n/a	27
		3 Within	28	8y2m	28
		3 Expected	29	8y6m	29
		3 Greater Depth	29.5	8y10m	30
Year 4	Standard 4	4 Working Towards	30	n/a	30
		4 Within	31	9y2m	31
		4 Expected	32	9y6m	32
		4 Greater Depth	32.5	9y10m	33
Year 5	Standard 5	5 Working Towards	33	n/a	33
		5 Within	34	10y2m	34
		5 Expected	35	10y6m	35
		5 Greater Depth	35.5	10y10m	36
Year 6	Standard 6	6 Working Towards	36	n/a	36
		6 Within	37	11y2m	37
		6 Expected (KS2 SATs Expected Standard)	38	11y6m	38
		6 Greater Depth (KS2 SATs Working at Greater Depth)	38.5	11y10m +	39

## Progress Measures

### Progress Measures across an Academic Year (Early Years)

Phase of Early Years	Nursery (at least an academic year)	Reception
Less than Expected	A pupil makes <3 points progress. (Nursery)	A pupil makes <5 points progress. (Reception)
Expected	A pupil makes 3 points progress. (Nursery)	A pupil makes 5 points progress. (Reception)
More than Expected	A pupil makes >3 points progress. (Nursery)	A pupil makes >5 points progress. (Reception)

### Progress Measures across an Academic Year (KS1 & KS2)

Less than Expected	A pupil makes <3 points progress.
Expected	A pupil makes 3 points progress. (Ave: 1 per term)
More than Expected	A pupil makes >3 points progress.

### Progress Measures across a Key Stage

Progress	EY to the end of KS1	KS1 to the end of KS2
Prior Attainment	Regardless of which step a pupil attained at the end of EY.	Regardless of which step a pupil attained at the end of KS1.
Less than Expected	A pupil makes <6 points progress.	A pupil makes <12 points progress (<6 across 2 years).
Expected	A pupil makes 6 points progress.	A pupil makes 12 points progress (6 across 2 years).
More than Expected	A pupil makes >6 points progress.	A pupil makes >12 points progress (>6 across 2 years).

## Progress Markers ('On-Trackness')

### What is considered 'On Track' to meet Age Related Expectations (ARE) across an Academic Year (Nursery)

By the end of Autumn Term (Dec)	By the end of Spring Term (Apr)	By the end of Summer Term (July)
30-50 Beginning	30-50 Developing	30-50 Secure

### What is considered 'On Track' to meet Age Related Expectations (ARE) across an Academic Year (Reception)

By the end of Autumn Term (Dec)	By the end of Spring Term (Apr)	By the end of Summer Term (July)
40-60 Beginning	40-60 Developing	ELG Expected

### What is considered 'On Track' to exceed Age Related Expectations (ARE) across an Academic Year (Reception)

By the end of Autumn Term (Dec)	By the end of Spring Term (Apr)	By the end of Summer Term (July)
40-60 Developing	40-60 Secure	ELG Exceeding

### What is considered 'On Track' to meet Age Related Expectations (ARE) across an Academic Year (KS1 & KS2)

By the end of Autumn Term (Dec)	By the end of Spring Term (Apr)	By the end of Summer Term (July)
Working Towards	Within	Expected

### What is considered 'On Track' to exceed Age Related Expectations (ARE) across an Academic Year (KS1 & KS2)

By the end of Autumn Term (Dec)	By the end of Spring Term (Apr)	By the end of Summer Term (July)
Within	Expected	Greater Depth

## Appendix 5: James Elliman Academy: Assessment Timetable 2017-2018

Month	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
On-going T.A.	• EY Profile	• EY Profile	• Reading • Writing • Maths	• Reading • Writing • Maths	• Reading • Writing • Maths	• Reading • Writing • Maths	• Reading • Writing • Maths	• Reading • Writing • Maths
Sept		• Targets set for ELG.	• Targets set for Reading, Writing, Maths & Phonics.	• Targets set for Reading, Writing, Maths & GPS.	• Targets set for Reading, Writing, Maths & GPS.	• Targets set for Reading, Writing, Maths & GPS.	• Targets set for Reading, Writing, Maths & GPS.	• Targets set for Reading, Writing, Maths & GPS.
Oct								
Nov								
Dec	• Data update. • Data Analysis.	• Data update. • Data Analysis.	• Data update. • Data Analysis.	• Data update. • Data Analysis. • PUMA, PIRA tests.	• Data update. • Data Analysis. • PUMA, PIRA tests.	• Data update. • Data Analysis. • PUMA, PIRA tests.	• Data update. • Data Analysis. • PUMA, PIRA tests.	• Data update. • Data Analysis. • PUMA, PIRA tests.
Jan								
Feb								
March	• Data update. • Data Analysis.	• Data update. • Data Analysis.	• Data update. • Data Analysis.	• Data update. • Data Analysis. • PUMA, PIRA tests.	• Data update. • Data Analysis. • PUMA, PIRA tests.	• Data update. • Data Analysis. • PUMA, PIRA tests.	• Data update. • Data Analysis. • PUMA, PIRA tests.	• Data update. • Data Analysis. • PUMA, PIRA tests.
April								
May				• KS1 SATs: Reading, Maths & GPS.				• KS2 SATs: Reading, Maths & GPS.
June		• EY Profile Results. • Data update. • Data Analysis.	• Phonics Screening.	• KS1 TAs (+ Writing). • Data update. • Data Analysis.				• KS2 SATs (Writing TA).
July	• Data Analysis. • Transition meeting.	• Transition meeting.	• Data update. • Data Analysis. • PUMA, PIRA & GPS tests. • Transition meeting.	• Transition meeting. • PUMA, PIRA tests.	• Data update. • Data Analysis. • Transition meeting. • PUMA, PIRA & GPS tests.	• Data update. • Data Analysis. • Transition meeting. • PUMA, PIRA & GPS tests.	• Data update. • Data Analysis. • Transition meeting. • PUMA, PIRA & GPS tests.	• Data update. • Data Analysis. • Transition meeting. • PUMA, PIRA tests.

## Appendix 6: Evaluating the Quality of Feedback/Feedforward

### Outstanding & Good Feedback/Feedforward

Outstanding	Good
<ul style="list-style-type: none"> <li>▪ Consistent, high quality feedback, assessment and testing are used to improve pupil learning.</li> <li>▪ There are persistently high level challenges over time.</li> <li>▪ Pupils' response to feedback indicates a marked improvement in learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Good use of feedback, assessment and testing are used to improve pupil learning.</li> <li>▪ The level of challenge over time ensures good progress.</li> <li>▪ Pupils act appropriately on feedback.</li> </ul>

### Feedback/Feedforward Comments from Inspections

Ofsted Grade	Comments taken from recent inspections
<b>Outstanding</b>	<ul style="list-style-type: none"> <li>▪ A particular strength is the guidance teachers give pupils when marking their books. This makes a significant contribution to pupils' excellent progress because teachers carefully check that their guidance has been followed and has raised the standard of their work.</li> <li>▪ Marking and assessment are systematic and detailed with the clear school policy followed carefully, leading to consistency in practice and expectation. Teachers' marking provides detailed suggestions for improvement of written work and 'next steps' with time built in for work to be improved or developed.</li> <li>▪ Marking is thorough and gives pupils clear guidance on how to improve their work. Pupils know their targets for learning and what is expected for them to achieve at different levels.</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>▪ The school has examples of outstanding marking, where teachers provide pupils with clear advice on how to improve and pupil comments show their understanding of how to improve. However, this practice is patchy across the school and therefore opportunities are missed for all pupils to have this understanding.</li> <li>▪ Teachers give useful feedback to pupils about how they are doing and how they can improve their work. Marking is effective and most pupils are very clear about their learning targets. Pupils are not guided sufficiently to present their work neatly and accurately. The style of handwriting varies considerably across the school.</li> <li>▪ The quality and regularity of marking has improved, but it is not always challenging enough to move pupils to an even higher level. Teachers write helpful comments, but these do not go far enough to provide extended challenge for the pupils. Too many persistent errors in pupils' work are overlooked.</li> </ul>
<b>Requires Improvement</b>	<ul style="list-style-type: none"> <li>▪ The marking of pupils' work has improved but is not always rigorous enough. In some classes, teachers provide detailed and helpful comments which explain what pupils need to do to improve. In too many cases, however, basic errors are not corrected and previous learning is not reinforced sufficiently.</li> <li>▪ Teachers mark pupils' work regularly and frequently, but pupils do not always know enough about their targets. Teachers make detailed comments in their marking, but do not give pupils sufficient planned opportunities to respond with written replies or follow up on the guidance on how to improve their work.</li> <li>▪ Some teachers' marking shows pupils how to improve their work; the quality is variable. However, it is inconsistent, as some marking does not provide clear guidance. Pupils are increasingly involved in checking their own progress. However, pupils are not always given the time to respond to teachers' comments in their books.</li> </ul>
<b>Inadequate</b>	<ul style="list-style-type: none"> <li>▪ n/a.</li> </ul>

**Quality of Teaching Focus Area & Standards**

<b>Focus / Area</b>	<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
<b>Feedback</b>	Feedback is frequent and regular and provides pupils with very clear guidance on how work can be improved	Feedback is frequent and regular and provides pupils with guidance on how work can be improved	Feedback is encouraging and provides pupils with some guidance on how work can be improved	Feedback is infrequent and/or irregular and/or fails to provide pupils with guidance on how work can be improved
<b>Corrections</b>	The teacher ensures that corrections are carried out and any missing work is completed	The teacher ensures that corrections are carried out and most missing work is completed	Some effort is made to ensure corrections are carried out and missing work completed, but this is not consistently applied	There is no insistence that corrections are carried out or that any missing work is completed