

Introduction and Rationale

At JEA we believe that effective assessment is fundamental to enable the extension and challenge of children's learning so that they can reach and exceed their potential. In essence; effective, efficient and accurate assessment is vital to raise standards of teaching and learning whilst eradicating under-achievement.

Assessment provides an academy-wide framework at which all different levels and perspectives merge so that educational objectives can be planned and implemented. It is incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments for:

- the whole academy;
- each key stage;
- individual year groups;
- individual classes;
- groups and individuals with the class;
- CPD for all staff.

Assessment is only effective if there is a regular review which is communicated and acted upon at all required levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, ethnic background and educational need. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

Aims and Objectives

Using principles and processes of effective assessment, we aim to consistently:

- Monitor progress and support learning.
- Recognise the achievements of pupils and identify any areas for development.
- Inform pupils of their progress and what they need to do next to improve their work.
- Guide planning, teaching, additional support and resources that accurately meets the needs of each child.
- Inform parents and the wider community of pupil achievement.
- Provide the Principal and Academy Council with information that allows them to make secure judgements about the effectiveness of the academy.
- Comply with statutory requirements.

All of this is undertaken with the focussed aim of continually raising standards of teaching and learning throughout James Elliman Academy.

Types of Assessment

- Assessment for Learning (AfL): Techniques and strategies used by teaching staff to help inform them of their pupils current level of understanding and progress at the outset of, within, and at the end of a lesson or unit. Such techniques include; mini whiteboard work, targeted questioning, marking linked to the learning objective, children's comments and feedback, verbal feedback from the teacher etc. This form of assessment is focused and allows for effective differentiation in and across lessons.
- Formative: Ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.
- Summative: Assessment via tests or an independent piece of work that occurs at the end of a half-term. Moderated and marked assessments allow us to identify individual, group and class needs that directly feed into periodic target setting. Senior and Middle Leaders analyse these outcomes to identify patterns, review progress and identify the needs for whole school or phase training, development and improvement. Comparisons are also using this data against local and national standards.
- Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be more useful in providing detailed data, e.g. miscue analysis in Reading, precision teaching outcomes etc. In all data assessment reviews, information is gathered, analysed and interpreted for future planning.

Assessment in the Early Years

On entry to James Elliman Academy pupils will be informally assessed. At the beginning of the Reception year, a baseline assessment is undertaken. Results are used to inform planning, set targets and aid early identification of special needs. Pupils will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. They are assessed using the Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's ongoing observations and assessments in the following:

- Prime Areas of Learning;
 - Communication and Language.
 - Physical Development.
 - Personal, Social and Emotional Development.
- Specific Areas of Learning;
 - Literacy.
 - Mathematics.
 - Understanding of the World.
 - Expressive Arts and Design.
- Characteristics of Effective Learning;
 - Playing and Exploring.
 - Active Learning.
 - Creating and Thinking Critically.

Pupil's developments and achievements are recorded in their Profile. There are 17 Early Learning Goal descriptors, together with a short description of the three characteristics of effective learning. For each ELG, practitioners must judge whether a child is meeting the level of development 'expected' at the end of the Reception year, 'exceeding' this level or not yet reached this level (emerging).

Assessment in Key Stage 1

Assessment is made via teacher's ongoing observations and informal half-termly tests. Results are used to inform planning, set targets and aid any special needs. Pupils will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. They are assessed against the National Curriculum (2014) framework or the Interim Performance Descriptors (Y2 only). At the end of Key Stage 1, in Year 2; pupils undertake National Curriculum Tests in the following subjects:

- English; Reading.
- English; Grammar, Punctuation and Spelling.
- Mathematics.
- Writing (not a test but assessed and moderated examples of children's writing).

For each subject, teachers must judge whether a child is; Working Below the Standard / Working Towards the Standard / Working Within the Standard / Working At the Standard / Working at Greater Depth within the Standard; for the end of the relevant national curriculum year. (EoKS1 reporting does not include Working Within the Standard.)

Assessment in Key Stage 2

As for Key Stage 1, assessment is made via teacher's ongoing observations and informal half-termly tests. Results are used to inform planning, set targets and aid any special needs. Pupils will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. They are assessed against the National Curriculum (2014) framework or the Interim Performance Descriptors (Y6 only). At the end of Key Stage 2, in Year 6; pupils undertake National Curriculum Tests in the following subjects:

- English; Reading.
- English; Grammar, Punctuation and Spelling.
- Mathematics.
- Writing (not a test but assessed and moderated examples of children's writing).

For each subject, teachers must judge whether a child is; Working Below the Standard / Working Towards the Standard / Working Within the Standard / Working At the Standard / Working at Greater Depth within the Standard; for the end of the relevant national curriculum year. (EoKS2 reporting does not include Working Within the Standard.)

Rationale for Progress Steps (Assessment Points) (See Appendix:1 Assessment and Progress Overview [NC2014])

With each National Curriculum Year Group having its own Assessment Scale, and each Assessment Scale being sub-divided into 5 Assessment Steps;

- Working Below the Standard (B).
- Working Towards the Standard (T).
- Working Within the Standard (W).
- Working AT the Standard (A).
- Working at Greater Depth within the Standard (G).

We have therefore given, for the purposes of pupil progress and attainment, each Assessment Step a points value. This is known as a Progress Step. The range of progress in each scale measures 4 points. The points value for 'Below the Standard' is based upon a pupils' achievement when it is equivalent to a previous years' points value. This is most often used for pupils with SEND.

The value of the Progress Step continues from the end of the Early Years, allowing for a seamless transition of assessment data into Key Stage 1, and for staff to use at a variety of levels across James Elliman Academy. Each year group uses the 4-point Progress Steps to set pupil, group and cohort targets while also measuring pupil, group and cohort progress and attainment. Progress measures are also strategically used as part of performance management.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways. These include; lesson plans, pupil's work, teacher's notes, Classroom Monitor (our secure pupil assessment database that is frequently updated, at least once per half term), pupil progress meeting records, IEPs (for pupils with SEND), Early Learning Profiles.

Marking

Marking follows the JEA marking codes. It is instrumental in ensuring that a personalised learning journey for all pupils is realised. It is directly related to the area of learning, success criteria and targets set for each individual pupil; with the aim that learning moves forward at an appropriately challenging pace. For this to occur, time must be given in the lesson for the pupils to review and respond to any marking. Marking takes a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and be able to review and identify their own next steps with guidance from the teacher.

Standardisation and Moderation

Standardisation and moderation are an essential part of our assessment system. Teachers are involved in both of these processes to ensure agreement on performance criteria. Moderation occurs at least once per half-term within year teams and key stages. On a termly basis, Year Team Leaders moderate alongside colleagues from other year teams to ensure on-going consistency across the school. Moderations will also occur alongside colleagues from The Park Federation Academies and also via our regular attendance at LA moderation sessions to ensure our judgements are in line with other schools.

Target Setting and Reviewing Progress

We set long-term targets in English (Reading and Writing) and Mathematics for all children during Term 1 of each academic year. We discuss individual targets and communicate these to parents during parent/carer meetings. We regularly review the progress of each child in relation to the targets. Short-term targets are displayed inside the front cover of exercise books so that they can be set and reviewed by the children on their own, with each other, and with teaching staff.

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.

APPENDIX 1: ASSESSMENT AND PROGRESS OVERVIEW (NC2014)

Reception Year, Key Stage 1 and Key Stage 2				
National Curriculum Year	Assessment Scale	Assessment Step		Progress Step
Reception	EY Profile	ELG Emerging	ELGm	1
		ELG Expected	ELGx	2
		ELG Exceeding	ELGc	3
Year 1	Standard 1	Working Towards Standard 1	T1	4
		Working Within Standard 1	W1	5
		Working At Standard 1	A1	6
		Working at Greater Depth within Standard 1	G1	7
Year 2	Standard 2	Working Towards Standard 2	T2	8
		Working Within Standard 2	W2	9
		Working At National Standard 2	A2	10
		Working at Greater Depth within Standard 2	G2	11
Year 3	Standard 3	Working Towards Standard 3	T3	12
		Working Within Standard 3	W3	13
		Working At Standard 3	A3	14
		Working at Greater Depth within Standard 3	G3	15
Year 4	Standard 4	Working Towards Standard 4	T4	16
		Working Within Standard 4	W4	17
		Working At Standard 4	A4	18
		Working at Greater Depth within Standard 4	G4	19
Year 5	Standard 5	Working Towards Standard 5	T5	20
		Working Within Standard 5	W5	21
		Working At Standard 5	A5	22
		Working at Greater Depth within Standard 5	G5	23
Year 6	Standard 6	Working Towards Standard 6	T6	24
		Working Within Standard 6	W6	25
		Working At National Standard 6	A6	26
		Working at Greater Depth within Standard 6	G6	27

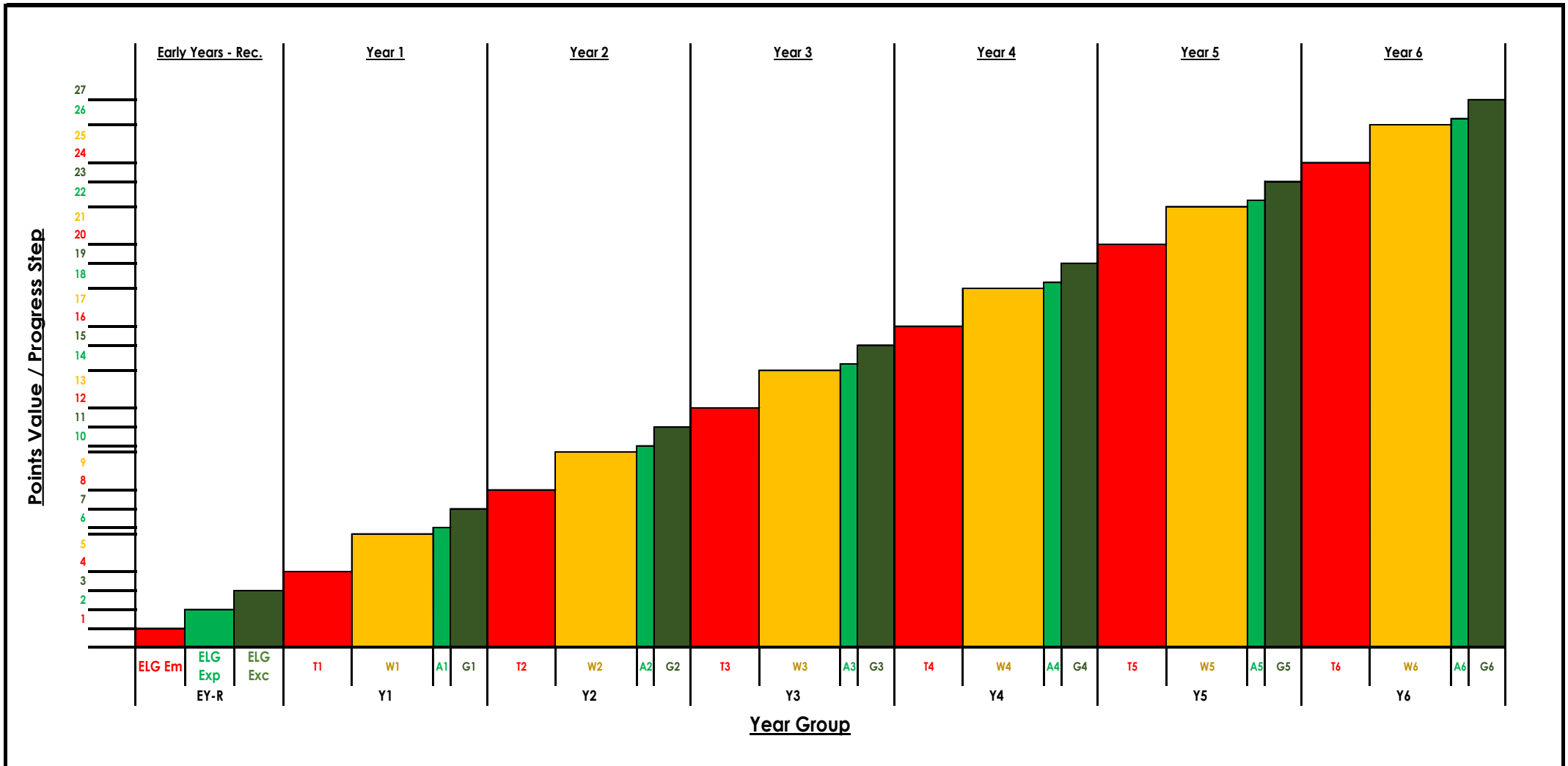
Progress Measures across an Academic Year

Inadequate	A pupil makes <4 points progress.
Expected	A pupil makes 4 points progress.
Good to Outstanding	A pupil makes 5+ points progress.

Progress Measures across a Key Stage

Progress	EY to the end of KS1	KS1 to the end of KS2
Inadequate	A pupil makes <8 points progress.	A pupil makes <16 points progress (or <8 across 2 years).
Expected	A pupil makes 8 points progress.	A pupil makes 16 points progress (or 8 across 2 years).
Good to Outstanding	A pupil makes >8 points progress.	A pupil makes >16 points progress (or >8 across 2 years).

James Elliman Academy: Assessment and Progress Overview Chart



For Years 1-6 the width of the columns gives a crude indication (not to scale) of the length of time it may take to work through that particular stage. Please remember that each stage is not a separate, individual 'level', but is reliant on all previous criteria being achieved. Therefore a 'secure-fit' approach must be adhered to, rather than a 'best-fit' approach. Columns indicating points 6, 10, 14, 18, 22 and 26 are only slightly taller than the columns for the previous points value (5, 9, 13, 17, 21 and 25); this is because the standard has been totally achieved rather than being 'worked within'. There is no separate standard for values 6, 10, 14, 18, 22 and 26.

JAMES ELLIMAN ACADEMY: ASSESSMENT TIMETABLE 2016-2017

(Including Target Setting, Data Review, Action Planning, PPMs and PM.)

Month	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
On-going T.A.	<ul style="list-style-type: none"> EY Profile 	<ul style="list-style-type: none"> EY Profile 	<ul style="list-style-type: none"> Reading Writing Maths 	<ul style="list-style-type: none"> Reading Writing Maths 	<ul style="list-style-type: none"> Reading Writing Maths 	<ul style="list-style-type: none"> Reading Writing Maths 	<ul style="list-style-type: none"> Reading Writing Maths 	<ul style="list-style-type: none"> Reading Writing Maths
Sept								
Oct	<ul style="list-style-type: none"> Team Action Plan. PM Review and set new targets. 	<ul style="list-style-type: none"> Team Action Plan. PPM. PM Review and set new targets. 	<ul style="list-style-type: none"> Targets set for Reading, Writing, Maths and Phonics. Team Action Plan. PPM. PM Review and set new targets. 	<ul style="list-style-type: none"> Targets set for Reading, Writing, Maths and SPaG. Team Action Plan. PPM. PM Review and set new targets. Rising Stars Reading & SPaG tests. 	<ul style="list-style-type: none"> Targets set for Reading, Writing, Maths and SPaG. Team Action Plan. PPM. PM Review and set new targets. Rising Stars Reading & SPaG tests. 	<ul style="list-style-type: none"> Targets set for Reading, Writing, Maths and SPaG. Team Action Plan. PPM. PM Review and set new targets. Rising Stars Reading, Maths & SPaG tests. 	<ul style="list-style-type: none"> Targets set for Reading, Writing, Maths and SPaG. Team Action Plan. PPM. PM Review and set new targets. Rising Stars Reading, Maths & SPaG tests. 	<ul style="list-style-type: none"> Targets set for Reading, Writing, Maths and SPaG. Team Action Plan. PPM. PM Review and set new targets. Rising Stars Reading, Maths & SPaG tests.
Nov								
Dec	<ul style="list-style-type: none"> Data Analysis. Team Action Plan review. PPM. 	<ul style="list-style-type: none"> CM update. Data Analysis. Team Action Plan review. PPM. 	<ul style="list-style-type: none"> CM update. Data Analysis. Team Action Plan review. PPM. 	<ul style="list-style-type: none"> Rising Stars Reading & SPaG tests. CM update. Data Analysis. Team Action Plan review. PPM. 	<ul style="list-style-type: none"> Rising Stars Reading & SPaG tests. CM update. Data Analysis. Team Action Plan review. PPM. 	<ul style="list-style-type: none"> Rising Stars Reading, Maths & SPaG tests. CM update. Data Analysis. Team Action Plan review. PPM. 	<ul style="list-style-type: none"> Rising Stars Reading, Maths & SPaG tests. CM update. Data Analysis. Team Action Plan review. PPM. 	<ul style="list-style-type: none"> Rising Stars Reading, Maths & SPaG tests. CM update. Data Analysis. Team Action Plan review. PPM.
Jan								
Feb	<ul style="list-style-type: none"> PM mid-year review. 	<ul style="list-style-type: none"> PM mid-year review. 	<ul style="list-style-type: none"> Rising Stars Reading & SPaG tests. PM mid-year review. Maths – No Problem! 	<ul style="list-style-type: none"> Rising Stars Reading & SPaG tests. PM mid-year review. Maths – No Problem! 	<ul style="list-style-type: none"> Rising Stars Reading & SPaG tests. PM mid-year review. Maths – No Problem! 	<ul style="list-style-type: none"> Rising Stars Reading, Maths & SPaG tests. PM mid-year review. 	<ul style="list-style-type: none"> Rising Stars Reading, Maths & SPaG tests. PM mid-year review. 	<ul style="list-style-type: none"> Rising Stars Reading, Maths & SPaG tests. PM mid-year review.
March	<ul style="list-style-type: none"> Data Analysis. Team Action Plan review. PPM. 	<ul style="list-style-type: none"> CM update. Data Analysis. Team Action Plan review. PPM. 	<ul style="list-style-type: none"> Rising Stars Reading & SPaG tests. CM update. Data Analysis. Team Action Plan review. PPM. 	<ul style="list-style-type: none"> Rising Stars Reading & SPaG tests. CM update. Data Analysis. Team Action Plan review. PPM. 	<ul style="list-style-type: none"> Rising Stars Reading & SPaG tests. CM update. Data Analysis. Team Action Plan review. PPM. 	<ul style="list-style-type: none"> Rising Stars Reading, Maths & SPaG tests. CM update. Data Analysis. Team Action Plan review. PPM. 	<ul style="list-style-type: none"> Rising Stars Reading, Maths & SPaG tests. CM update. Data Analysis. Team Action Plan review. PPM. 	<ul style="list-style-type: none"> CM update. Data Analysis. Team Action Plan review. PPM.
April								
May			<ul style="list-style-type: none"> Rising Stars Reading & SPaG tests. 	<ul style="list-style-type: none"> KS1 SATs (Reading, Maths & SPaG). 	<ul style="list-style-type: none"> Rising Stars Reading & SPaG tests. 	<ul style="list-style-type: none"> Rising Stars Reading, Maths & SPaG tests. 	<ul style="list-style-type: none"> Rising Stars Reading, Maths & SPaG tests. 	<ul style="list-style-type: none"> KS2 SATs (Reading, Maths & SPaG).
June		<ul style="list-style-type: none"> EY Profile Results). CM update. Data Analysis. Team Action Plan review. 	<ul style="list-style-type: none"> Phonics Screening. 	<ul style="list-style-type: none"> KS1 TAs (+ Writing). CM update. Data Analysis. Team Action Plan review. 				<ul style="list-style-type: none"> KS2 SATs (Writing TA).
July	<ul style="list-style-type: none"> Data Analysis. Team Action Plan review. PPM. Transition meeting. 	<ul style="list-style-type: none"> Transition meeting. PPM. 	<ul style="list-style-type: none"> Rising Stars Reading & SPaG tests. Maths – No Problem! CM update. PPM. Data Analysis. Team Action Plan review. Transition meeting. 	<ul style="list-style-type: none"> PPM. Transition meeting. 	<ul style="list-style-type: none"> Rising Stars Reading & SPaG tests. Maths – No Problem! CM update. PPM. Data Analysis. Team Action Plan review. Transition meeting. 	<ul style="list-style-type: none"> Rising Stars Reading, Maths & SPaG tests. CM update. PPM. Data Analysis. Team Action Plan review. Transition meeting. 	<ul style="list-style-type: none"> Rising Stars Reading, Maths & SPaG tests. CM update. PPM. Data Analysis. Team Action Plan review. Y6 SATs Gap Analysis Transition meeting. 	<ul style="list-style-type: none"> CM update. PPM. Data Analysis. Team Action Plan review. Transition meeting.