



ASSESSMENT POLICY 2018/19

Rationale

This policy has been written to reflect expectations within the current DfE Teachers Standards, Teachers' Pay and Conditions document and the OFSTED Common Inspection Framework for schools (Sep 2015), with regard to effective assessment practice. This policy should also be read in conjunction with the school's Teaching and Learning policy, Early Years Foundation Stage policy and Performance Management / Appraisal policy.

Beliefs and Values

In line with our school vision, Damers First School strives to nurture an inclusive community of respectful, collaborative learners who are encouraged to constantly achieve their very best. We empower all learners to make valuable contributions both locally and globally and to enjoy and benefit from a lifelong love of learning. We recognise the role that high quality and effective assessment plays in this and we endeavour to support all pupils in reaching their full learning potential.

Aims and objectives

- To allow pupils to show what they know, understand and can do in their learning, as well as helping them to understand what they need to do next
- To monitor and track the attainment and progress of individual pupils, groups and cohorts
- To monitor the progress of vulnerable groups and to evaluate interventions and individual learning programmes
- To inform planning, teaching and the evaluation of curriculum development
- To inform parents of their children's progress through regular dialogue, formal consultations at Parent/Carer / Teacher meetings in the Autumn and Spring terms, the Annual Report in July and structured conversations for targeted families
- To ensure that effective assessment and recording practices play a key role in informing the appraisal process, in line with the Teachers' Standards
- To compare school standards with local and national measures
- To provide evidence to all key stakeholders relating to the school's strategic goal of retaining or improving its status as a good school

Principles of Assessment at Damers First School;

Assessment is at the heart of teaching and learning

- Assessment provides evidence to guide teaching and learning, ensuring that all children make at least expected progress and that many exceed
- Assessment provides the opportunity for children to demonstrate and review their progress and to highlight and minimise the risk of underachievement

Assessment is fair

- Assessment is inclusive of all abilities
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address

Assessment is honest

- Assessment outcomes are used in ways that minimise undesirable effects
- Assessment outcomes are conveyed in an open, honest and transparent way to ensure optimum learning outcomes for children

Assessment is consistent

- Judgements are formed according to common principles
- The results are readily understandable by third parties
- Our school's outcomes are compared with other schools, collaboratively, locally and nationally

Assessment is ambitious

- Assessment places achievement in context against nationally standardised criteria and expected standards
- Assessment embodies, through objective criteria, a pathway of progress and development for every child
- Assessment objectives set high expectations for all learners
- Assessment produces recordable measures which can demonstrate comparison against expected standards and reflect progress over time

Assessment is appropriate

- The purpose of any assessment process is clearly stated
- Conclusions regarding children's achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information)

- Assessments consistently draw on a wide range of evidence to provide a complete picture of each child's achievement
- Assessment demands no more procedures or records than are practically required to allow children, their parents and teachers to plan future learning

Assessment outcomes provide meaningful and understandable information for:

- Pupils in developing their learning
- Parents and carers in supporting children with their learning
- Teachers in planning teaching and learning which develop pupils' knowledge, skills and understanding of key concepts to a greater depth
- School leaders and governors to inform whole-school self-review and further development priorities

We have a senior leader who is responsible for assessment – **Ms Goodridge (Assistant Headteacher)** and all teaching staff are regularly trained in our approach to assessment.

Equality

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

Our methods of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning
- We also use the outcomes of assessment to check and support our teaching standards and help us improve
- Through working with other schools and using external tests and assessments, we compare our performance with that of other schools
- We assess pupils against learning objectives and success criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design (available on our website)
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year
- Each pupil is assessed as either 'Emerging', 'Expected' or 'Exceeding' each relevant criterion contained in our expectations for that year and tracked accordingly

- Opportunities to develop a greater depth of understanding are planned for all learners regardless of age or stage of development and a grading within our tracking system indicates a child's cognitive ability within that subject area
- Assessment judgements are recorded and supported by a triangulation of evidence including observations, discussions, evidence in children's books and standardised testing in reading, spelling and maths, which are continuously monitored through the school's rigorous Annual Self-Evaluation Cycle (*Appendix 1*)
- Assessment judgements are moderated by colleagues in school, by colleagues in other DASP partnership schools and by the local authority to ensure that our assessments are fair, reliable and valid

Our use of assessment

- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their children and classes
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations
- 2 'Pupil Progress' meetings (PPMs) are held between teachers and leaders termly focusing on disadvantaged children and SEND alongside the Inclusion Leader, and an overview of all groups alongside the Headteacher and Assistant Headteacher responsible for assessment. Leaders and teachers analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk are making appropriate progress and that all pupils are suitably stretched. As a result targeted intervention groups are planned to support those children 'at risk' of not achieving their targets and resources deployed accordingly
- Assessment information is communicated to all parents and pupils on a termly basis through a parent consultation and/or report. Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next
- Assessment information for targeted groups will be developed further through the extension of bespoke 'Structured Conversations'
- We celebrate all achievements across a broad and balanced curriculum, including the arts, sport, behaviour and social and emotional development and progress within all areas is tracked and recorded
- Other assessments such as the Salford Reading test, SWST Spelling test are also tracked on SIMs twice a year and GL assessments for Year 4 on an annual basis. (*Appendix 2*)
- Governors will have access to anonymised SIMs data to support and challenge the school's progress
- Data analysis informs the SEP and SEF documentation and staff CPD and support packages within school

Marking and Feedback

Marking, questioning and feedback given by the teacher is carefully planned and recorded to ensure that every child knows how to progress. All marking and feedback should follow the school's Improvement Marking and Feedback Code (*Appendix 3*). Marking and feedback is

instrumental in ensuring a personalised learning journey for all children is realised. Marking and feedback should directly relate to the area of learning's success criteria. Its primary aim is to ensure that a pupil can move forward in their learning and that teachers know what the gaps are so that they can be supported in the planning process. We believe that marking should be completed in a meaningful and manageable way, and should reflect purpose and quality rather than quantity. Teachers should not feel any pressure to mark for the purposes of an external audience.

Marking and feedback can take 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 identify and review their own next steps, with guidance from the teacher.

Verbal feedback will be given to children during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class.

'Light touch' marking will refer to the learning objective either by a tick or a highlight. Written feedback may be given when necessary and should be short, targeted and challenging.

'Deep marking' may occur at the end of a unit of work and will provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout etc. Up to a total of five spellings should be corrected in any one piece of work. A pupil's next steps or development points should be commented on following a guided group session.

Children should be given the opportunity to read, comment on and react to any marking in order that the feedback provided has maximum impact on learning. Improvement time is vital to create a dialogue with pupils to extend, challenge and deepen their learning and to address any misconceptions. For younger or SEN pupils this may be in the form of a verbal feedback discussion.

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set.

Teachers and teaching assistants use a variety of strategies to inform them about their pupils' current level of understanding and progress in a lesson. These strategies may be used at the outset of the lesson, during and within it and at the end of the lesson or unit of work. Strategies for feedback may include:

- Mini whiteboard work
- Traffic light progress and understanding cards
- Teacher conferencing
- Targeted questioning
- Use of 'lolly sticks' for random questioning
- Talk partners
- Peer marking and editing that directly link to the success criteria
- Pupil questions and comments that link directly to the success criteria
- Pupil review of success criteria / self-assessment

- Teacher in-depth marking

The results of Assessment for Learning (AfL) are used to adapt and modify teaching to ensure children are challenged and supported in their on-going progress and acquisition of key skills and concepts. Assessment opportunities are identified on planning proformas.

Teachers use the Damers First School Learning Model (Appendix 4) to enable them to effectively question and deepen the understanding of pupils in their classroom. Feedback linked to the learning model will emphasise the role of effort and practice rather than the “intelligence” or inherent “ability” as an important factor in guiding learners towards successful long-term habits and learning practice. The vocabulary associated with the Learning Model will be used where appropriate along with the key principles which underpin the development of a growth mindset. Pupils are encouraged to acknowledge that they may not be able to do something ... ‘yet’ and to accept mistakes as being a vital part of the learning process.

High quality assessment feedback should inspire greater effort and resilience and a belief that, through hard work and practice, more can be achieved.

Monitoring and Evaluation

Both teacher assessments and formal assessments (tests) are moderated by senior leaders to ensure parity. Each term, each teacher will complete a Pupil Progress Meeting proforma relating to the progress of particular groups and individuals, analysing who is ‘on track’ and who is ‘at risk’ in terms of progress. They meet with the school’s Inclusion Leader to discuss the outcomes of their own analysis for the disadvantaged and SEND and with the Headteacher and AHT on a termly basis to discuss the progress of their class as a whole. Discussions and results are considered when deploying additional resources (such as teaching assistants) as well as deciding on intervention programmes. Lesson observations focus on any pupils who are at risk of underachievement to ensure accelerated progress is being addressed within teaching. Assessment data and PPMs also inform performance management targets to ensure that pupil progress remains at the heart of whole school improvement.

Records and Record Keeping

Teachers use records to review pupils’ progress, set appropriate targets for the future and to form the basis of reports to parents and leaders. Records are kept in a variety of ways.

These include:

- Teachers’ planning
- Children’s work / books
- Teachers’ observations
- Teachers’ notes eg. evaluations on planning
- SIMs – Ongoing formative and termly summative assessments for Reading, Writing, Mathematics and Science

- EExAT (Early Excellence Assessment Tool) - Baseline and on-going assessment for the EYFS areas of learning are completed by Reception staff during the Foundation year
- B squared assessment tool used in the specialist base to assess progress for children working at pre-national curriculum levels

Standardisation / Moderation

The process of moderation is an essential part of any effective assessment system.

Teachers are involved in the moderation process to ensure agreement on criteria for making judgements about work in the following ways:

- with colleagues in school
- with colleagues from other schools within the DASP partnership and with colleagues from Westfield Arts College (with a focus on children working below NC expectations)
- by attending LA agreement trialling sessions to ensure our judgements are in line with national expectations

School portfolios of moderated work will be kept by subject leaders and the EYFS leader.

Special Educational Needs

Pupils identified on the SEND register are assessed in line with other pupils using the whole school assessment strategies as outlined above.

In addition to this, pupils with SEND are assessed fortnightly by a Senior TA to ensure short term IEP objectives are met. Children are then assessed termly by the SEND team to monitor and evaluate the impact of an intervention and to ensure accelerated progress over time.

In addition, the school uses outside agencies to assess children who require a more specialised or detailed assessment. This informs the intervention and programmes that will then be delivered in school.

Outside agencies that provide additional specialised assessments for children with SEND include:

- Educational Psychology Team
- Special Educational Needs Specialist Services (SENSS)
- Paediatric assessments for additional needs such as ASD, ADHD etc
- Speech and Language Therapy
- Occupational Therapy
- Hearing and Vision Support Services
- Child and Adolescent Mental Health Service

Assessment within the Early Years Foundation Stage

On entry to Reception the children will be assessed to provide a baseline for their knowledge and skills using the EExAT baseline tools. These will be completed within the first half term of the children starting school. Assessment is driven by observation of children in relaxed play based activities wherever possible. The results are used to inform planning, set targets and aid the early identification of vulnerable groups. Children will be assessed regularly using EExAT to ensure that the next steps in learning are appropriately planned in order to help children make progress. Parents are informed of their children's progress at termly consultations. Parents are asked to help provide evidence through 'wow' slips to help build a picture of the whole child both in and out of school. At the end of the year pupils will be assessed using the Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's ongoing observations and assessments in the following areas:

The prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Characteristics of Effective Learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Throughout the Foundation year each child's developments and achievements are recorded in their individual profile using EExAT. Evidence is gathered through day to day observations and judgements are made against the age specific criteria. Staff monitor the progress of all the children within their class reviewing each term who is on track to attain a Good Level of Development and what support needs to be put in for those who appear vulnerable to underachievement. Both the Foundation Leader and Assessment Leader keep an overview of the year group's progress on a termly basis.

In Reception there are 17 ELG (Early Learning Goal) descriptors, together with a short narrative describing the child's 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 (Expected), exceeding this level (Exceeding) or not yet reaching this level (Emerging). Foundation teachers attend moderation events to quality assure their judgements and have an external moderation by the Local Authority every 3 years. Final judgements are shared with parents/carers in the end of year report.

EYFS data (EExAT and EYFSP) is analysed by the Assessment Leader and findings shared with the SLT and Governors through the SIG (School Improvement Group) meeting. This is then fed back to the full governing body who challenge as necessary.

Assessment within curriculum subject areas

The programmes of study within the curriculum set out expectations at the end of each Key Stage. We develop a curriculum tailored to our pupils' needs that teaches this content. Our curriculum assessment system enables us to check what pupils have learned at particular milestones and whether they are on track to meet age-related expectations at the end of the Key Stage. Teachers use a broad range of assessment strategies to monitor pupil progress and a termly review of the curriculum is carried out by the Curriculum Strategic Leadership Group (SLG) to inform future planning and provision.

Roles and Responsibilities

The responsibility for assessment lies with the class teachers, although overall responsibility lies with the Headteacher, in conjunction with the SLT and MLT, overseen by the Governing Body.

- **Teaching Staff:**
 - Regularly assess pupils and provide feedback
 - Adapt planning in line with assessments to ensure good progress for all
 - Provide assessment information for pupils and parents as well as school leaders
 - Update SIMs or EExAT regularly and complete Pupil Progress Data Audits in preparation for termly Pupil Progress Meetings
- **Teaching Assistants:**
 - Keep daily assessment records of intervention work carried out
 - Provide regular feedback to the teaching staff on the progress and attainment of pupils
- **Subject Leaders** have a responsibility for monitoring and moderating assessments within their curriculum area, sourcing other methods for assessment, where appropriate and providing support and guidance to staff in this area.
- **Senior leaders**
 - Moderate assessment judgements regularly and provide data analysis reports to staff and governors
 - Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets
- **Governors**, and in particular, the **School Improvement Group**, are responsible for holding school leaders to account in terms of achievement, attainment and progress
- **Parents and Carers** support children at home with home learning to positively impact on progress
- **Pupils** complete all work to the highest standard in order to make good progress

Reporting

Reports promote and provide:

- Good home / school relationships
- Information to parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for each child

A written report for each child is sent to parents once a year at the end of the Summer term along with guidance relating to how children's progress and attainment is currently assessed (*Appendix 5*). The teacher will award a judgement for Attainment, Learning Behaviours and Progress. The report will also contain a subject specific comment for reading, writing, mathematics and science and a general learning comment. Reports outline a child's progress in the core and foundation subjects. For children in Reception, Year 1 and at the end of Key Stage 1 additional information, including the results from national assessments, will also be provided.

Parents are invited to attend 'Meet and Greet' sessions at the start of the school year. Teachers share details about the year group's curriculum, home learning, trips and routines. Parents are also provided with advice on expectations for the year and how they can support their child at home.

Parents are invited to attend formal consultations (Parents' Evenings) during the Autumn and Spring Terms. Should the need arise, parents are welcome to discuss the progress of their child with the teacher or Headteacher at other times.

Parents of children in Years 1 and 2 are invited to attend information sessions to aid their understanding of national tests at the end of KS1 and the Year 1 Phonics Check.

Each half term, a curriculum 'Home Learning' leaflet is sent home to provide parents with guidance about the curriculum being covered and how learning can be supported at home.

Target Setting and Review

Pupils have targets in reading, writing, mathematics set at each Parents' Evening and in their final summer report to help them understand their next steps. These targets are reviewed termly. The pupils should have full ownership of these targets. Targets for pupils are set at the start of each year and discussed during Pupil Progress Meetings throughout the year. These targets are linked to performance management systems.

Date effective	September 2018	Approval	Curriculum Committee
Maintenance	SLT	Role/responsibility	Catherine Smith - Headteacher
Date of next review	September 2019	Date of last update	September 2018

Resources (Including Appendices)

Appendix 1 – Assessment within the school’s Annual Self-Evaluation Cycle

Appendix 2 – DASP Assessment Calendar

Appendix 3 -Damers First School’s ‘Improvement Marking and Feedback Code’

Appendix 4 – Damers First School’s ‘Learning Model’

Appendix 5 – Parents and carers’ guide to assessment

Appendix 1 – Assessment within the school’s Annual Self-Evaluation Cycle

ANNUAL SELF-EVALUATION CYCLE - to be replaced with 2018/19

AUTUMN TERM 2018

Responsibilities – Class Teachers, Year Leaders/Subject Leaders, Middle Leaders, Strategic Leadership Groups, Senior Leadership Team

FOCUS	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Assessment / Target – setting / Tracking progress	Phonic phase entry data Pupil target setting EYFS baseline assessment Individual reading assessments Weekly review of progress of intervention groups with TA Pupil Progress Meetings – Foundation Baseline Complete data analysis 17/18 Review of targets and predictions Establish pupil progress focus tracking group Review summer term Impact of Intervention Summary Review curriculum impact (17/18) and establish new priorities Set up focus tracking groups and annual monitoring plan Complete analysis of whole-school/ local data comparisons 17/18 Update and publish PP impact data Complete and share Leadership Data Summary Analysis of Parent Questionnaire Finalise LDP Set whole-school targets Establish SLG Priorities for the year Review ‘Vulnerable’ register	EYFS baseline assessment IEP and provision map reviews and setting of new targets Weekly review of progress of intervention groups with TA Pupil Progress Meetings - PP/ SEND Spelling Ages Establish Focus Pupil links Planning scrutiny – maths/writing – planning for breadth and depth Book looks - focus tracking group (PP Boys at risk of underachievement) -Year Team Book Look - Grammar and Spelling -Year Leaders - scrutiny of handwriting and presentation P-scale moderation (Westfield) Review SCR SEP A visit KS1/EYFS phonics observations Review Meetings - Subject Leaders Review ‘Vulnerable’ register	Pupil Progress Meetings – Year teams Weekly review of progress of intervention groups with TA End of Autumn assessments Maths moderation – Tier 1 Writing moderation – Tier 1 P-scale moderation (Westfield) Planning scrutiny – Guided Reading CPD Review Book looks - focus tracking group Review of whole school progress following PPMs Complete ASP/ autumn data analysis IEP session observations Analysis of ASP data Safeguarding Audit HT lesson drop-ins – KS2 Joint Book Look - Review ‘Vulnerable’ register	Weekly review of progress of intervention groups with TA Maths moderation – DASP – Tier 2 Writing moderation – DASP -Tier 2 Book looks - focus tracking group Review progress of Focus pupils Review of PESS funding action plan and impact statement Review end of term assessments Review phonic phase data Update Leadership Data Summary Review ‘Vulnerable’ register Review curriculum impact (autumn) and establish new priorities

Formative core subject assessments ongoing

Continuous observation, assessment and planning cycle in EYFS

Formative assessment in Computing, Science and other foundation subjects ongoing

Weekly review of progress of SEND pupils through IEP provision across the term

Reporting	<p>Curriculum maps to parents/website KS1 Reading link book note to parents</p> <p>Core Subject Leaders – Curriculum Cttee</p> <p>SIG Meeting – End of year outcomes summaries, finalise LDP Gov Sub Committees</p>	<p>Parent / Teacher Meetings</p> <p>FGB Inclusion Group</p>	<p>Focus Subject Leaders – Curriculum Cttee – PE and School Sports Provision</p> <p>SIG Meeting – Target Setting Gov Sub Committees</p>	<p>FGB</p>
<p>School / parent liaison ongoing and intrinsic to daily communication</p>				
Performance Management	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Leadership - Stage 3 Review Stage 1 Planning Meeting</p> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Teachers - Stage 3 Review Stage 1 Planning Meeting</p> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>TAs - Stage 3 Review Stage 1 Planning Meeting</p> </div> <p>Headteacher Performance Management</p>	
Learning Development Planning	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Review SEF - Outcomes for pupils Finalise New LDP</p> </div>		<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Review and amend LDP Review SEF - Personal development, behaviour and welfare</p> </div>	
Subject Leadership	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Individual subject Action Plans to be reviewed and updated</p> </div>			

SPRING TERM 2019

Responsibilities – Class Teachers, Year Leaders/Subject Leaders, Middle Leaders, Strategic Leadership Groups, Senior Leadership Team

MONTH	JANUARY	FEBRUARY	MARCH	APRIL
Assessment / Target – setting / Tracking progress	<p>Weekly review of progress of intervention groups with TA Observation of TA IEP interventions</p> <p>Review whole school data analysis - autumn term 18 Review/ amend targets and predictions Review autumn term Impact of Intervention Summary Review curriculum impact (autumn 18) and amend/ establish new priorities</p> <p>Book looks - focus tracking group</p> <p>Review autumn term progress and attainment Update/ review drop on/offers lists for each year group Review 'Vulnerable' register</p>	<p>IEP and provision map reviews -set new targets Pupil Progress Meetings - PP/ SEND Weekly review of progress of intervention groups with TA</p> <p>Spelling Ages</p> <p>Maths moderation – Tier 1 Writing moderation – Tier 1 P-Scale moderation (in school) Planning scrutiny – maths/writing Book looks - focus tracking group</p> <p>Review progress of Focus Pupils Review SCR HT lesson drop-ins – KS1/EYFS Review 'Vulnerable' register</p>	<p>End of Spring Term assessments Pupil Progress Meetings – Year teams Weekly review of progress of intervention groups with TA</p> <p>Maths moderation – DASP – Tier 2 Writing moderation – DASP -Tier 2</p> <p>Review of whole school progress following PPMs Review progress of Focus pupils</p> <p>Book looks - focus tracking group CPD Review</p> <p>Review phonic phase data Review Leadership Data Summary Joint Book Look - Review 'Vulnerable' register</p>	<p>Weekly review of progress of intervention groups with TA</p> <p>Review of PESS funding action plan and impact statement Book looks - focus tracking group Pupil Questionnaire Review progress of Focus pupils</p> <p>P-scale moderation Review 'Vulnerable' register</p>
<p>Formative core subject assessments ongoing Continuous observation, assessment and planning cycle in EYFS Formative assessment in Computing, Science and other foundation subjects ongoing Weekly review of progress of SEND pupils through IEP provision across the term</p>				
Reporting	<p>Curriculum maps to parents/website KS1 Reading link book note to parents</p> <p>Core Subject Leaders – Curriculum Cttee</p> <p>SIG Meeting Gov Sub Committees</p>	<p>IEP discussion parents</p> <p>FGB Inclusion Group</p>	<p>Parent / Teacher Meetings</p> <p>Focus Subject Leaders – Curriculum Cttee</p> <p>SIG Meeting Gov Sub Committees FGB</p>	
<p>School / parent liaison ongoing and intrinsic to daily communication</p>				
Performance Management		<p>Lesson Observations</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Stage 2 Mid-Year Review - TAs</p> </div>	<p>Headteacher Performance Management Review</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Stage 2 Mid-Year Review - Teachers</p> </div>	

School Development Planning			<p>Review and amend LDP Review SEF - Quality of teaching, learning and assessment</p>	
Subject Leadership		<p>Subject Leader Action Plan Reviews</p>		

SUMMER TERM 2019

Responsibilities – Class Teachers, Year Leaders/Subject Leaders, Middle Leaders, Strategic Leadership Groups, Senior Leadership Team

MONTH	APRIL	MAY	JUNE	JULY
Assessment / Target – setting / Tracking progress	<p>Review whole school data analysis - spring term 19</p> <p>Review of targets and predictions</p> <p>Review spring term Impact of Intervention Summary</p> <p>Review curriculum impact (spring) and amend/ establish new priorities</p>	<p>Pupil Progress Meetings - PP/ SEND IEP and provision map reviews- set new targets</p> <p>Summer Half Term assessments</p> <p>Weekly review of progress of intervention groups with TA</p> <p>Maths moderation – Tier 1</p> <p>Writing moderation – Tier 1</p> <p>EYFS moderation</p> <p>P-scale moderation (Westfield)</p> <p>Review progress of Focus Pupils</p> <p>Joint Book Look</p> <p>Writing– ‘talking progress’</p> <p>Staff questionnaire</p> <p>Review ‘Vulnerable’ register</p>	<p>Pupil Progress Meetings – Year teams</p> <p>EYFS profile</p> <p>End of Year assessment data</p> <p>Weekly review of progress of intervention groups with TA</p> <p>NGRT / GL Assessment Tests – Years 2, 3 and 4</p> <p>Maths moderation – DASP – Tier 2</p> <p>Writing moderation – DASP -Tier 2</p> <p>Review of whole school progress following PPMs</p> <p>CPD Review</p> <p>Review progress of Focus pupils</p> <p>Review SCR</p> <p>Joint Book Look Maths – ‘talking progress’</p> <p>Review vulnerable children list</p> <p>Staff/parent SEN questionnaire</p> <p>Update Leadership Data Summary</p> <p>Review ‘Vulnerable’ register</p>	<p>Update reading/ spelling ages</p> <p>Weekly review of progress of intervention groups with TA</p> <p>Review of PESS funding action plan and impact statement</p> <p>Review progress of Focus Pupils</p> <p>Parent Questionnaire</p> <p>Review ‘Vulnerable’ register</p>
<p>Formative core subject assessments ongoing</p> <p>Continuous observation, assessment and planning cycle in EYFS</p> <p>Formative assessment in Computing, Science and other foundation subjects ongoing</p> <p>Continuous review of SEN and progress of all pupils across the term</p>				
Reporting	<p>Core/Focus Subject Leaders – Curriculum Cttee</p> <p>SIG Meeting</p> <p>Gov Sub Committees</p>	<p>FGB</p> <p>Inclusion Group</p>	<p>Core Subject Leaders – Curriculum Cttee</p> <p>Reporting of whole school assessment data to DASP & LA</p> <p>SIG Meeting</p> <p>Gov Sub Committees</p>	<p>Annual progress reports to parents</p> <p>FGB</p>
<p>School / parent liaison ongoing and intrinsic to daily communication</p>				
Performance Management				

		<div data-bbox="699 197 1075 313" style="border: 1px solid black; padding: 5px; text-align: center;"> Stage 2 Mid-Year Review - Individual follow-up and support </div>	
School Development Planning		<div data-bbox="612 409 866 600" style="border: 1px solid black; padding: 5px; text-align: center;"> Review and amend DP Review SEF - Quality of leadership and management </div>	<div data-bbox="986 439 1366 555" style="border: 1px solid black; padding: 5px; text-align: center;"> Core priorities for new LDP identified </div> <p style="color: red; text-align: right;">Creative Learning Project evaluation</p>
Subject Leadership		<div data-bbox="652 667 1123 761" style="border: 1px solid black; padding: 5px; text-align: center;"> Action Plan evaluation </div>	

DASP KEY ASSESSMENT POINTS

1st Half Term		
Autumn	Spring	Summer
Reception Baseline (within half term) Baseline Moderation Cognitive Ability Tests (Year 5&7): non-verbal, verbal and quantitative Setting individual targets		Moderation: Years 1 – 4; Years 5 – 8 Moderation EYFS Profile
Notes		
<p>Moderation: In the Autumn Term, DASP will organise moderation for two year groups as part of the Assessment Group Development Plan. Schools to moderate other year groups at mini pyramid level.</p>		
2nd Half Term		
Autumn	Spring	Summer
Setting school level targets (end KS1, end KS2, end Year 8) Updating tracking Moderation: Years 1 – 4; Years 5 – 8 Year 1 teachers update EYFS profile (for 'emerging' children at end of EYFS) Termly ARE Assessments of Core Subjects	Updating tracking Moderation: Years 1 – 4; Years 5 – 8 Termly ARE Assessments of Core Subjects	Updating tracking EYFS Profile Phonic Screening Check (June) Phonics Screening Recheck for Year 2 (June) NGRT Reading Test (June): Year 2 (test 1B); Year 3 (test 2A); Year 4 (test 2B); Year 5 (test 3A); Year 7 (test 3B); Year 8 (test 3C); Year 9 (test 4A) New Salford Reading Test (school level) Years 3,4,5,7 & 8 GL Assessment Progress Tests for Reading, Maths and Science (June). Vernon Spelling Test (Years 1-4) KS1 SATS and KS2 SATS Termly ARE Assessments of Core Subjects Pass Surveys (Year 5-8)
Notes		
<p>NGRT: We are assessing using the NGRT reading test to provide comparable reading ages from the end of Year 2 to the end of Year 9. Please make sure you are using the updated NGRT Test. Salford Reading Test: this is for schools to use internally if they choose to use it. GL Assessment Progress Tests: this will be used to track pupils from Year 3 to Year 8. First schools that have mixed aged classes will only administer the Science Progress test in Year 4. Each year, we will agree a week when we will administer the tests. Tests are externally marked. Moderation: In the Summer Term, DASP will organise moderation for two year groups as part of the Assessment</p>		

Appendix 3 – Damers First School’s ‘Improvement Marking and Feedback Code’



**Improvement
Marking Code**

Tickled Pink	Improving Green
 What Went Well	 Even Better If

 Look out for ...

 Spelling
 Punctuation
 Missing words
 Verbal feedback
 New paragraph
 More detail

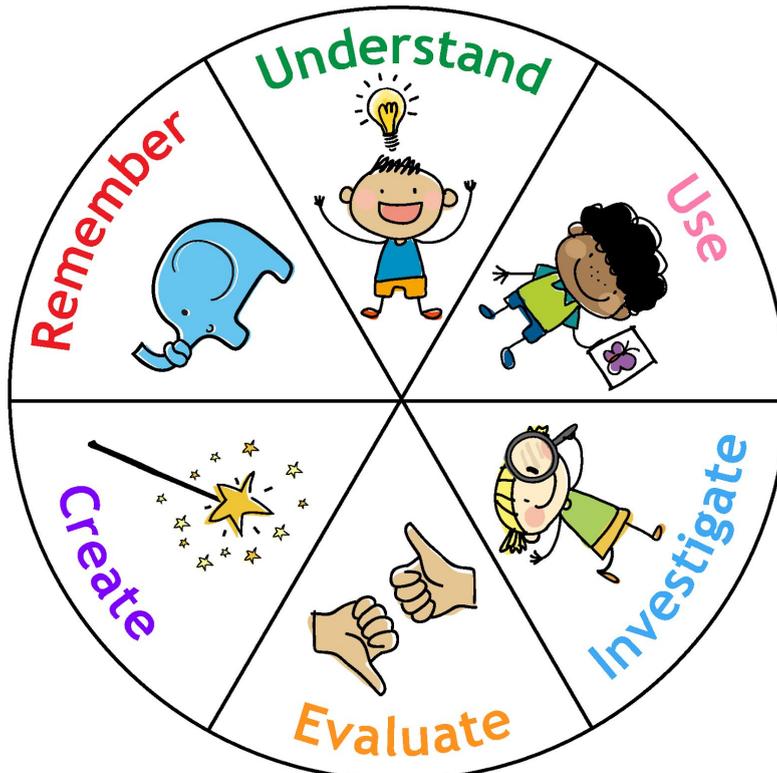
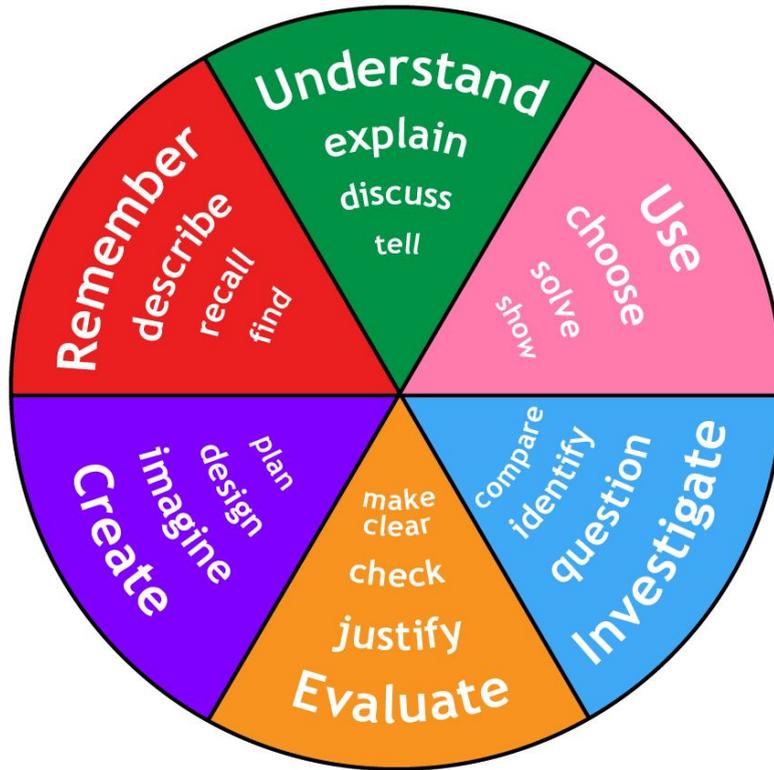
You will have time to:

*Respond to your
Teacher’s comments*



‘Now try this ...’
‘Improvement time’

Damers First School’s Learning Model



Damers First School



Assessment without Levels

Information Leaflet

The content of this leaflet is currently under construction.