



ASSESSMENT POLICY 2021/22

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 (May 2019), 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 master and 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 / Assessment Calendar (*Appendix 1*)
- Assessment judgements are moderated by colleagues in school, by colleagues in other Wessex MAT and DASP partnership schools, by the local authority and by colleagues in a neighbouring 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 and SWST Spelling test are also tracked on SIMs three times a year (*Appendix 2*)
- Governors will have access to anonymised SIMs data and ASP data to support and challenge the school's progress

- Data analysis informs all self evaluation practice across the school, priorities for the whole school Learning Development Plan and associated staff CPD and support programmes

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. At Damers First School 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 beginning or 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 engage in a Pupil Progress Meeting 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 lines of enquiry to ensure that optimum pupil outcomes remain at the heart of whole school improvement.

Records and Record Keeping

In Foundation and Year 1 Little Wandle phonic assessments are used every six weeks of the teaching cycle to help keep track of pupils' progress, to inform next steps for teaching and to

identify pupils for 'Keep-up'. These assessments, carried out by the class teacher, are one-to-one assessments that give a clear indication of the progress of each child. This information is tracked across the whole school including the lowest 20% in KS2. Alongside this, teachers continually assess the children in their daily lessons to identify any children that require same day additional practice.

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 alongside the Reception Baseline Assessment from September 2021
- B squared assessment - an additional 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 Wessex MAT and DASP partnership and with colleagues from Westfield Arts College (with a focus on children working below NC expectations)
- by attending LA agreement trialling sessions (Dorset and Devon) to ensure our judgements are in line with national expectations
- by completing No More Marking writing tasks and taking part in national task moderation events for Y1-Y4

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, the progress of pupils with SEND is reviewed frequently by a Senior TA to ensure short term IEP objectives are met. Children's progress is then reviewed 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 Reception Baseline Assessment (RBA) and 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 EExAT 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 SLG (Strategic Leadership Group) meeting. This is then fed back to the 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. In addition we use subject specific progression grids to break down the learning of knowledge and skills year by year or phase by phase. Teachers use a broad range of assessment strategies to monitor pupil progress and a continual review of the curriculum is carried out by the Curriculum Strategic Leadership Group (SLG) to inform and adjust 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 optimum 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**
 - Monitor that the curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning
 - Identify pupil's learning gaps and new starting points due to the impact of the pandemic and respond to that in our curriculum planning
 - Ensure our subject curriculum contains content that has been identified as most useful and supports the Harmony principles which underpin our curriculum intent
 - Clearly set out the knowledge and skills that pupils will gain at each key stage (INTENT)
 - Monitor how the curriculum is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (IMPLEMENTATION)
 - Monitor how pupils are progressing through the curriculum and the outcomes they achieve as a result of the education they receive (IMPACT)
 - Provide support and guidance to staff to develop expert knowledge and delivery in subject areas
- **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** 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: Parents and Carers' Guide to Assessment (*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 statutory 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. Parents can also access virtual resources to support their child's reading and development of phonic skills, via the school website.

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 2021	Approval	LGB
Maintenance	SLT	Role/responsibility	Catherine Smith - Headteacher
Date of next review	September 2022	Date of last update	September 2021

Resources (Including Appendices)

Appendix 1 – Assessment within the school's Annual Self-Evaluation Cycle / Assessment Calendar

Appendix 2 -Damers First School's 'Improvement Marking and Feedback Code'

Appendix 3 – Damers First School's 'Learning Model'

Appendix 4 – Parents and Carers' Guide to Assessment

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



STANDARDS MONITORING - INDIVIDUAL ACADEMIES 2021-22

AUTUMN TERM 2021

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Assessment / Target – setting / Tracking progress	<p>EYFS baseline assessment Complete data analysis 20-21 Review targets and predictions Review 20/21 Impact of Intervention Summary Update and publish PP impact data for 20-21 strategy Review ‘Vulnerable’ register Review curriculum impact 20-21 and establish new priorities</p> <p>GL Assessments Re / Ma - Year 5 CAT Tests - Year 5 / Year 7</p> <p>Curriculum maps to parents/website Analysis of Parent Questionnaire</p>	<p>Complete EYFS baseline assessment IEP and provision map reviews and setting of new targets Pupil Progress Meetings - PP/ SEND Reading progress checks Spelling progress checks Pre-NC moderation (Westfield) Review SCR</p> <p>Learning scrutiny (planning and books)</p> <p>Parent / Teacher Meetings / target setting Feedback from Parent Qs</p>	<p>Pupil Progress Meetings NELI assessments - EYFS Whole school Data Drop Maths moderation – Tier 1 Writing moderation – Tier 1 Phonics Check - Year 1 / Year 2 NMM - Year 3 / Year 5 CPD review</p> <p>Safeguarding Audit</p> <p>Learning scrutiny (planning and books)</p> <p>Pupil Questionnaires / transition views</p>	<p>Publish Pupil Premium Strategy Plan 21-22 Maths moderation – MAT/DASP – Tier 2 Writing moderation – MAT/DASP -Tier 2 Review of PESS funding action plan and impact statement Review of whole school progress following PPMs Review curriculum impact (autumn) and establish new priorities Review end of term assessments Review phonic phase data</p>
Performance Management	<p>Leadership - Stage 3 Review / Stage 1 Planning Meeting</p>	<p>Teachers - Stage 3 Review /Stage 1 Planning Meeting</p>	<p>TAs - Stage 3 Review / Stage 1 Planning Meeting</p>	

		Headteacher PM CPD review		
SDP	Finalise SDP 21-22 Review SEF - Outcomes for Pupils		RAG SDP milestones Review SEF - Personal Development, Behaviour and Welfare	
Subject Leadership	Individual subject action plans reviewed and updated			RAG subject action plan milestones
SCHOOL IMPROVEMENT tbc ...				
Staff / Leadership CPD	Staff Appraisal Coaching Safeguarding PP / SEND - collaboration activities		CPD reviews Moderation Lesson Study Cross Phase Learning Groups	
Governor CPD	Monitoring specific HTPM Safeguarding		Safeguarding audit	

SPRING TERM 2022

	JANUARY	FEBRUARY	MARCH	APRIL
Assessment / Target – setting / Tracking progress	<p>Review whole school data analysis autumn 21</p> <p>Review / amend targets and predictions</p> <p>Review autumn Impact of Intervention Summary</p> <p>Review ‘Vulnerable’ register</p> <p>Review curriculum impact (autumn 21) and amend / establish new priorities</p> <p>NMM - Year 1</p> <p>Learning scrutiny (planning and books)</p> <p>Curriculum maps to parents/website</p>	<p>IEP and provision map reviews and setting of new targets</p> <p>Pupil Progress Meetings - PP/ SEND</p> <p>Reading progress checks</p> <p>Spelling progress checks</p> <p>Maths moderation – Tier 1</p> <p>Writing moderation – Tier 1</p> <p>Pre-NC moderation (internal)</p> <p>Review SCR</p> <p>NMM - Year 4</p> <p>Learning scrutiny (Planning and books)</p> <p>Parent / Teacher Meetings / Target setting</p>	<p>Pupil Progress Meetings</p> <p>Whole school Data Drop</p> <p>Maths moderation – MAT/DASP – Tier 2</p> <p>Writing moderation – MAT/DASP -Tier 2</p> <p>Review of whole school progress following PPMs</p> <p>Phonics check - Year 1 / Year 2</p> <p>NMM - Year 2 / Year 6</p> <p>CPD review</p> <p>Learning scrutiny (Planning and books)</p>	<p>Review of PP Strategy</p> <p>Review of PESS funding action plan and impact statement</p> <p>Review end of term assessments</p> <p>Review phonic phase data</p>
Performance Management		<p>Formal Lesson Observations</p> <p>Stage 2 Mid-Year Reviews - TAs</p>	<p>Headteacher Performance Management Review</p> <p>Stage 2 Mid-Year Review - Teachers</p> <p>CPD review</p>	
SDP	<p>Review SEF - EYFS</p>		<p>RAG SDP Milestones</p> <p>Review SEF - Quality of Education</p>	

Subject Leadership	Individual subject action plans reviewed and updated		RAG subject action plan milestones
SCHOOL IMPROVEMENT tbc ...			
Staff / Leadership CPD	Staff Appraisal Coaching Safeguarding PP / SEND - Collaboration Activities	CPD Reviews Moderation Lesson Study Cross Phase Learning Groups	
Governor CPD	Monitoring Specific Safeguarding		

SUMMER TERM 2022

	APRIL	MAY	JUNE	JULY
Assessment / Target – setting / Tracking progress	<p>Review whole school data analysis spring 22</p> <p>Review / amend targets and predictions</p> <p>Review spring Impact of Intervention Summary</p> <p>Review ‘Vulnerable’ register</p> <p>Review curriculum impact (spring 22) and amend / establish new priorities</p> <p>Learning scrutiny (planning and books)</p> <p>Curriculum maps to parents/website</p>	<p>Pupil Progress Meetings - PP/ SEND</p> <p>IEP and provision map reviews and setting of new targets</p> <p>Reading progress checks</p> <p>Spelling progress checks</p> <p>Maths moderation – Tier 1</p> <p>Writing moderation – Tier 1</p> <p>Pre-NC moderation (Westfield)</p> <p>EYFS moderation</p> <p>SATs - Year 2 / Year 6</p> <p>Learning scrutiny (Planning and books)</p> <p>Staff / SEND questionnaire</p>	<p>Pupil Progress Meetings</p> <p>NELI assessments - EYFS</p> <p>Whole school Data Drop</p> <p>EYFS Profile</p> <p>Phonics Check - Year 1 / Year 2</p> <p>MTC - Year 4</p> <p>Maths moderation – MAT/DASP – Tier 2</p> <p>Writing moderation – MAT/DASP -Tier 2</p> <p>Review of whole school progress following PPMs</p> <p>Learning scrutiny (Planning and books)</p> <p>Review SCR</p> <p>End of Year reports to parents</p> <p>Parent questionnaire</p>	<p>Review of PP Strategy</p> <p>Review of PESS funding action plan and impact statement</p> <p>Review end of term assessments</p> <p>Review phonic phase data</p> <p>CPD review</p>
Performance Management		<p>Stage 2 Mid-Year Review - Individual follow-up and support</p> <p>CPD review</p>		
SDP		RAG SDP Milestones	Core priorities for new LDP identified	

		Review SEF - Leadership and Management	
Subject Leadership			Subject action plan evaluations
SCHOOL IMPROVEMENT tbc ...			
Staff / Leadership CPD	Staff Appraisal Coaching Safeguarding PP / SEND - Collaboration Activities		CPD Reviews Moderation Lesson Study Cross Phase Learning Groups
Governor CPD	Monitoring Specific Safeguarding		School Improvement planning

Appendix 2 – Damers First School’s ‘Improvement Marking and Feedback Code’



Tickled Pink



What
Went
Well

Improving Green



Even
Better
If



Look out for ...



Spelling



Punctuation



Missing words



Verbal feedback



New paragraph



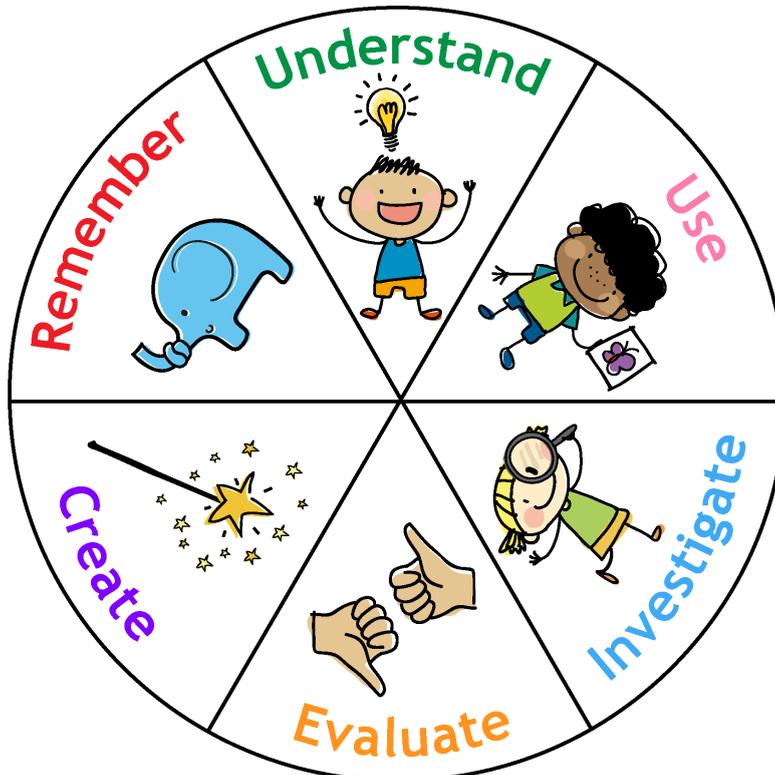
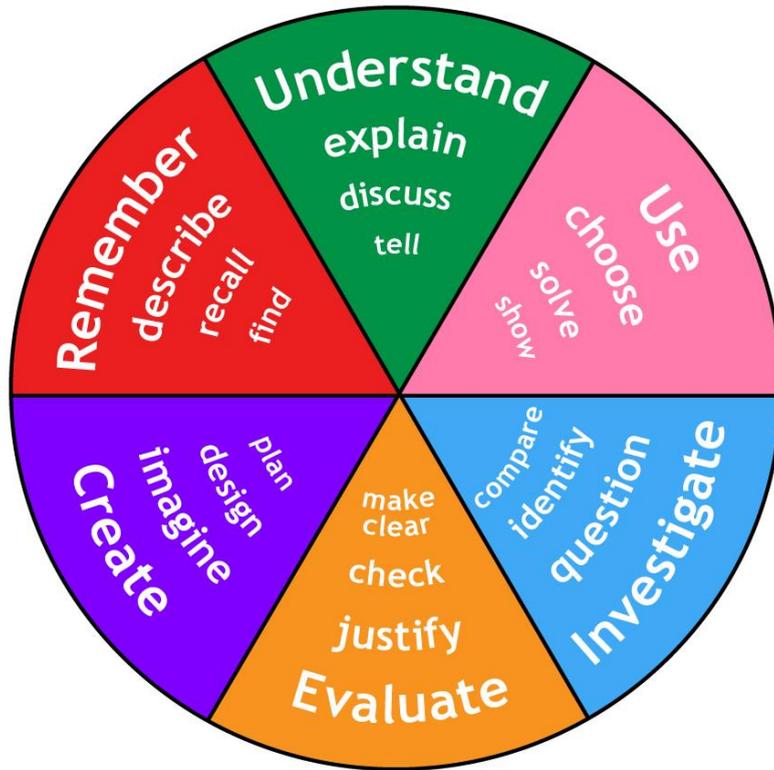
More detail

You will have time to:

*Respond to your
Teacher's comments*



Damers First School’s Learning Model





Assessment

Information Leaflet

Assessment at Damers

Like all schools in our country we follow the National Curriculum introduced in September 2014.

Children in Years 2 and 6 take their statutory assessments (SATS) and are assessed as to whether they have met the standard for their age however we are assessing all children all the time.

The 2014 National Curriculum is a mastery curriculum, taught from Year 1 (Children in Foundation follow the EYFS). This means, children must MASTER the objectives taught, rather than just be taught them.

There has definitely been a shift in content of the National Curriculum as well – many objectives for English and Maths from the previous National Curriculum ‘moved down’ to the year group below. There is no doubt about it; children need to master a more difficult curriculum. If you have older children you may notice some things are now being taught at a younger age than when they were at school.

E.g. The Year 3 maths curriculum now includes: counting in 10ths; comparing, ordering, adding and subtracting fractions with common denominators; telling the time to the nearest minute on a 24 hour clock; Roman numerals and formal written methods for addition and subtraction

We assess children all the time by looking at their work, talking to them and seeing how they respond in class. This is how we know what we need to teach next, who might need some support and who is ready for a challenge.

We compare their achievements to the 2014 National Curriculum objectives and report to you on how well your child is progressing.

We use the measure of **ARE** (Age Related Expectations) and compare the children to the expectations for each year group.

At Damers we measure children’s progress throughout the year, ensuring that all children remain ‘on track’ e.g. a child making optimum progress would move from Y2M to Y3M in one year, progressing each term from Y2M→Y3E→Y3D→Y3M.

Language	Code	What this means
Emerging	E	Your child is working towards the objectives for this year group for this subject.
Developing	D	Your child has achieved about two thirds of the objectives for this year group for this subject.
Mastery	M	Your child has mastered most of the objectives for this year group for this subject.
Greater Depth	GD	Your child has not only mastered the objectives for their year group but they are able to demonstrate how they apply them in other subjects and contexts during their day. They have a greater depth of understanding in that area.

As well as the National Curriculum measure we also monitor progress three times a year through reading and spelling age tests. These help us keep a close measure on important basic skills.

Your child's teacher will update you on their progress at termly consultation meetings and through a written report at the end of the summer term.

There are other national measures to check on children's progress that will be reported to you

- End of Foundation Stage Profile (EYFSP)
- Year 1 Phonics Screening Check
- Year 2 - End of KS1 assessments (SATs)
- Year 4 Multiplication Check

Rest assured, all 'tests' are carried out in as relaxed a way as possible. Children often do not realise they are being tested.

If you have any concerns about your child's progress or require further guidance about how this is measured, please do not hesitate to contact your child's class teacher in the first instance.