



# Calow Church of England (V.C.) Primary School

## Monitoring, Assessing, Recording, Reporting and Accountability Policy

### Rationale

In assessing our pupils we believe that the primary purpose of assessment is to help our pupils identify their achievements and also areas where development is necessary. We believe that assessment is integral to effective teaching and learning and is most effective when undertaken in consultation with the child. Assessment, recording and reporting together constitute vital communication channels between all members of the school community.

The purposes of assessment, recording and reporting at Calow Primary are:

- Adapt lesson plans to meet the needs of pupils more effectively
- Give pupils feedback about their performance and how to improve
- Encourage pupils to take ownership of their own learning
- Report to parents about the performance of their children and how they can help them to improve
- Inform outside agencies/other professionals as necessary
- Develop a school improvement plan that is rooted in pupil achievement
- Compare/contrast our attainment/achievement to schools, locally and nationally

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

We believe that assessment arrangements should:

- Be integral to the teaching and learning process
- Be manageable and easily understood by staff
- Involve pupils and their parents as well as staff
- Help pupils to understand the purpose of assessment
- Be monitored to ensure consistency throughout the School
- Recognise achievement in its widest sense and not only focus on academic achievement
- Avoid stereotypical judgements of any class, gender, disability or ethnic group

The purposes of Monitoring, Self-evaluation and Review at Calow Primary are:

- Self-evaluation and review are based on an organised and structured programme of collecting, analysing and interpreting information about all aspects of the work and life in School. This is not an end in itself, but a means of checking the School is performing as well as it should be and is the key way of identifying areas that require improvement. Areas for improvement that are likely to have the greatest impact on the overall quality of provision are then prioritised.

### Planning for assessment

We use the new National Curriculum and Foundation Stage Guidance to support teaching. Assessment guidance within the documents is utilised as appropriate to help identify each child's level of attainment.

We plan our lessons with clear learning intentions. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our plan makes clear the expected outcomes of each subject area and how all children are included. Calow Primary has an assessment cycle for subject areas:

- Assessment is an on-going process, which should take place in a familiar environment
- A range of assessment strategies should be used e.g. observation, open-ended questioning, focussed questioning, testing, marking work, peer assessment (developed by the teacher to ensure positive experiences for pupils), self assessment
- Assessments are used to inform future planning for individuals, groups or class
- Feedback to pupils is not only positive but makes ways of improvement clear
- Pupils should be involved in the assessment of their own performance through shared learning intentions, success criteria, clear feedback about performance and training pupils to analyse their own performance and see where improvements could be made.

### Assessing Pupils' Progress (A.P.P.)

A.P.P. is a structured approach used at Calow Primary to periodically assess Mathematics, Science, Reading, Writing, Speaking and Listening and Computing as well as other foundation subjects so that teachers can:

- Track children's progress from Year One through to the end of Year Six
- Use diagnostic information about children's strengths and weaknesses

Pupils who are considered to be representative of the middle of 'emerging', 'expected' and 'exceeded' for their year group are assessed and tracked as indicators of other children in the cohort for purposes of moderation.

A.P.P. supports teachers in providing a broad curriculum and developing their skills and judgements for assessing pupils' progress. It involves 'stepping back' periodically to review pupils' ongoing work and relate their progress to National Curriculum levels.

Examples of work considered to be representative of 'emerging', 'expected' and 'exceeded' for each year group in each subject area will be placed in a 'Standards file' by Subject Leaders to illustrate examples of children's work at each level.

### Target setting

Every teacher is required by law to set targets in Mathematics and English each year for those pupils who are in Year 6. This is further broken down into Reading, Writing and Grammar, Punctuation and Spelling for English. Governors also approve end of Key Stage Two forecast targets for Year 5 pupils. Target setting also takes place in these areas for all children and are reviewed on a periodic basis using a range of assessment information. This information is discussed in Pupil Progress Meetings three times a year and individuals are identified who may need further intervention in order for them to achieve their targets.

Children also have individual targets based on the 'I can...' statements for each subject area for development each term. These are displayed in books and/or folders and children are encouraged to review their own progress.

### Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. Where the majority of the class makes the planned

progress, of course, there is no need to record this. We may use annotated lesson plans as a record of progress measured against learning intentions for particular pupils.

We take the learning intentions for individual lessons from the broad statements that reflect the demands of the National Curriculum. Our teachers measure the progress of each child against these statements, in particular, against the Key Performance Indicators (KPIs). This enables them to make a judgement about the work of each child in relation to the National Curriculum to decide whether the child is emerging, expected or exceeded in terms of their year groups' KPIs. It also allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher in the transition meeting at the end of each year.

### Reporting to parents/guardians

Parents are encouraged to contact the School if they have concerns regarding any aspect of their child's learning.

Progress is formally reported to parents at the consultation meeting that takes place in the Autumn and Summer Terms. Staff follow an agreed format to ensure consistency of information given to parents of all children in School. During the Summer Term all parents are given a written report of their child's progress and achievements during the academic year. Individual comments are written on all subjects in the curriculum.

In reports for pupils in Years Two and Six details of their achievements in the national tests and assessment tasks are given. This indicates whether a child has achieved the expected standard for their year. Parents of pupils in Class R are provided with the opportunity to discuss the outcomes of Baseline Assessment with their child's teacher.

The Phonics Screening Check is carried out in June for pupils in Year 1 and those Year 2 pupils who did not meet the threshold in the previous year. This checks that the children have made the expected level of progress at this stage and identifies children who will need additional support. The results of the screening check are communicated to parents via a written report.

At the end of each academic year the annual report to parents is filed in the child's personal file. These files are confidential and are available for parents to see by request through the Headteacher. Teachers may read the files in preparation for their new classes. Arrangements for accessing the files must be made through the administrative officer. Files must not leave the School premises unless there are exceptional circumstances and it is agreed with the Headteacher.

### Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking in accordance with the School's Marking and Feedback Policy.

When we give written feedback to a child, we may relate this to the learning intention and / or success criteria for the lesson. By so doing we make clear whether the intention has been met and we produce evidence to support the judgement. If we consider that the intention has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

## Monitoring the Quality of Teaching

The quality of teaching is perhaps the most significant aspect of the School's provision that influences pupils' attainment and progress. An annual programme for monitoring comprises two elements:

- A general summative observation of all teachers is undertaken by the Headteacher on a regular basis. The purpose of this is to ascertain the overall quality of teaching in the School and to identify particular strengths in teaching in the School as a whole or areas that require attention. After observation a copy of the notes is given to the teacher and feedback discussion takes place. These notes remain confidential to the Headteacher and the individual teacher concerned.
- Focussed observations are undertaken by Subject Leaders and Performance Management Team leaders. A copy of the notes is given to the teacher and feedback discussion takes place.

## Curriculum Planning and Implementation

Subject Leaders are responsible for long and medium term planning in their subject. English and Mathematics Subject Leaders ensure that agreed plans are implemented during their monitoring activities (during work scrutiny and observation of teaching). The Headteacher also ensures, during monitoring, that teaching in all classes is in line with agreed School policies.

## Who Monitors What?

### **The Governing Body monitors:**

Pupils' attainment and progress through:

- Receiving the RAISEONLINE/LA performance handbook and its related Monitoring Summary Report
- Receiving reports for all formal tests
- Considering recommendations concerning statutory and other targets for pupils' attainment

Policy development and implementation:

- All policies are considered by the Governing Body or a Committee. Each year the Governing Body receives a report, prepared by the Subject Leaders on English and Mathematics. Reports on other subjects are received in line with priorities in the improvement plan.

Teaching:

- Governors' role in monitoring teaching is to ensure that the School's policies for monitoring teaching are carried out effectively. They do this by receiving reports of monitoring activities. The School Development Committee receives reports that are prepared following the completion of a cycle of monitoring teaching. These describe overall strengths and areas for improvement in teaching as a whole and do not refer to individual teachers.

### **The Headteacher:**

- Provides resources to enable monitoring to take place
- Evaluates the implementation of the monitoring programme
- Participates in monitoring attainment and progress through work analysis
- Ensures planning is effectively monitored
- Undertakes general observation of teaching
- Holds formal and informal discussions with teachers, pupils, parents and governors

**The Assessment Coordinator:**

- Carries out regular data analysis to monitor attainment and progress.
- Monitors planning effectively.
- Carries out work scrutiny on a regular basis.
- Holds formal and informal discussions with teachers and pupils.

**Subject Leaders monitor:**

- Attainment and progress in a core subject through work analysis
- Planning and implementation of the subject
- Teaching within an agreed focus. This takes place annually for English and Mathematics and is in line with the S.I.P. and Subject Coordination policy for other subjects

**Individual teachers:**

- Monitor attainment and progress in each subject through work analysis and on-going assessment and marking
- Hold discussions with teachers, parents and governors concerning teaching and learning in the class
- Consistently focus closely on pupils' work as a normal part of their teaching
- Throughout the School, pupils are taught to look closely at their work and to be aware of exactly how to make improvements in important areas

Roles in the School Monitoring and Review Process

**The Headteacher** is responsible for making effective links between:

- Monitoring (gathering information)
- Self-evaluation (analysing information within the School's two year cycle)
- Planning improvement – mainly through the production and implementation of the School Improvement Plan (S.I.P.)

**The Leadership Team** supports the Headteacher in carrying out responsibilities (above) by managing a clear plan and programme for monitoring, evaluation, review and improvement.

**Subject Leaders** carry out specific roles for gathering, analysing and disseminating information. Leading relevant improvement programmes. (Subject Improvement Plans)

**All staff** focus priorities in work (especially teaching) within agreed areas.

**Governors**

- Carry out and support the Headteacher and Leadership Team
- Ensure effective monitoring, evaluation, review and improvement work takes place
- Know strengths and weaknesses identified in monitoring and evaluation findings
- Ensure monitoring findings lead to well focussed actions
- Check the progress and impact of actions

Policy approved by Governors on: January, 2006  
Policy revised by Governors: April 2010  
April 2012  
September 2015  
April 2017

## **Assessment in Art**

### **Documents required for assessment in Art**

- Curriculum Expectations grids (EYFS and Key Stage One, Lower Key Stage Two and Upper Key Stage Two)
- Progression Statements in Art in Art Logs (Year One to Year Six). The Key Performance Indicators (KPI's) are indicated in bold
- FROG Progression Chart for Art (Class Art tracker)

### **Planning for progression across the year groups**

The Progression Statements and Curriculum Expectations grids should be used to inform the planning of specific learning experiences for pupils in each year group. The Progression statements allow teachers to assess against the key criteria that are covered through the year. Pupils will have a copy of these statements in the front of their Art Logs so that they can be utilised in self-evaluation/assessment.

### **Assessment of each unit**

There are four areas to consider when making an assessment of a pupils progress in a unit of work including; **Designing** and **Developing** Ideas, **Making** Art, Craft and Design, Judgement and **Evaluation** and **Knowledge** and **Understanding** to inform progress. Units may or may not focus on all KPI's so a best-fit judgement is necessary. The teacher will consider a range of assessment evidence including; work in sketchbooks and final pieces, marking and feedback (teacher and peer feedback), written and verbal reflections and evaluations and observational notes made by staff members.

### **Making an End of Year judgement of pupils' progress in Art**

A pupil will be assessed as Emerging, Expected or Exceeding in Art in relation to age related expectations by looking at progress over the year in the four key areas. Teachers will look back at assessment information from the specific art units and consider additional evidence from cross-curricular work (including Arts' week). A best-fit judgement will be made with reference to the Key Performance Indicators in the Progression Chart (KPI's) and this will be recorded on FROG progress.

### **Monitoring and Moderation through Art sampling**

Teachers should bring the following evidence to moderate assessments of 6 pupils (2 pupils that are representative of the middle of each ability band);

- Art Logs/sketchbooks showing idea development, photographs of collaborative work, pupil/teacher feedback and on-going reflection/evaluation (including self assessment against the Progression statements)
- Final pieces of work with marking/feedback and evaluation
- Progression Charts from FROG progress (focusing on the KPI's) for each pupil.

## Assessment in Computing

### Documents required for assessment in Computing

- Progressions in the different strands from the Wokingham Scheme of work for background information.
- I can statements (computerised for pupils).
- Frog Progression Charts and reports (Student Progress Summary by Subject and Continuum Progress Summary by Assessment Period)
- SWGfL scheme for Digital Literacy.

### Planning for progression across the year groups

The above documents as well as the Non-statutory guidance in the National Curriculum for Computing should be used to inform the planning of a range of specific learning experiences for pupils in each year group. The Wokingham Scheme of work and the Switched on Computing Scheme can also be utilised to facilitate this.

The 'I Can...' statements and the Wokingham Scheme Progressions can be used to assess the standard at which the children are learning.

### Assessment of statements and making an end of year judgement

When making a judgement about whether a child is '**emerging**', '**expected**' or '**exceeded**' for their year group, teachers should take into account which statements have been achieved. In order for the pupil to be '**expected**' or above a majority of statements for that year must have been achieved, including all of the KPIs (in bold). If this is not the case then the pupil will be '**emerging**'. If the pupil has achieved most of the other statements as well as the KPIs and can apply their learning to a variety of situations, the pupil will be assessed as '**exceeded**'.

The Frog Progression Charts will be filled out each Term by recording whether the child is emerging, expected or exceeded in each statement area. The teacher will need to use evidence based on observation, discussion, skills demonstrated during units of work and final pieces of work. Where children are working together, careful observation must be used to determine what each child is able to do independently.

A best-fit judgement will be made at the end of the year based on the above criteria and the record of this will be passed to the following class teacher in the form of the Frog Progression tracker and any other relevant paperwork. This will then inform planning for the next year. Children will have a computerised version of the 'I can...' statements and they will also record their judgements each term alongside the statements they have covered. This record will be kept in their folder on the network.

The assessment will also be shared with parents and guardians through the pupils' Annual Report.

### Monitoring and Moderation through sampling

Teachers should bring the following evidence to moderate assessment of 6 pupils (2 pupils that are representative of each ability band):

- Work on Online safety linked to the SWGfL and e-cadets scheme.
- Print outs of final pieces of work, annotated where appropriate.
- Observational notes
- Frog Progress reports as detailed above.
- Moderation sheets with commentaries about the task and the outcomes.

All relevant work should also be placed into the Computing Standards File which will be held on the network.

## Assessment in Design and Technology

### Documents required for assessment of Design and Technology

- Design and Technology Progression of Skills Documents for Key Stage One, Lower Key Stage Two and Upper Key Stage Two
- Year group specific pupil 'I can' statements – in the front of Design and Technology books
- FROG Progression Chart for Design and Technology (Class Design and Technology Tracker)

### Planning for progression across the year groups

The Design and Technology progression of skills documents should be used when planning, preparing and delivering lessons. These statements should be used to ensure lessons are challenging and creative for each specific year group. The progression statements allow teachers to assess against the key criteria which should be covered throughout the year.

### Assessment of each unit

There are five areas to consider when assessing a pupil's progress in Design and Technology. These five areas are **Design, Make, Evaluate, Technical Knowledge** and **Cooking and Nutrition**. Units may not focus on all areas but all areas should be assessed at least once through the academic year. FROG progress should be filled out by the end of each unit. When making judgements, staff should consider a range of evidence including; work in Design and Technology books, final pieces of work, marking and feedback (including both teacher and peer feedback), evaluations and observations made by staff members. The assessment sheet should include the terminology; Emerging, Expected and Exceeding.

### Making and end of year judgement of pupils' progress in Design and Technology

A pupil will be assessed as Emerging, Expected and Exceeding in Design and Technology in relation to age related expectations. These judgements will be made alongside the progression of skills documentation. Teachers will look back at all three units covered throughout the year, alongside any other cross-curricular Design and Technology, when making a final judgement. This assessment will then be shared with parents and guardians through the pupils' Annual Report.

### Monitoring and Moderation

During the academic year monitoring and moderation of work will take place. Teachers should bring along the following evidence for moderation of six pupils (two pupils that are representative of the middle of each ability band);

- Design and Technology books, including the development of ideas and prototypes, photographic evidence, marking and feedback (in line with the marking and feedback policy) and evaluations
- Final pieces of work
- Annotation of the Design and Technology Progression of Skills document for each of the six pupils
- FROG progress record of assessment – showing assessment of all pupils in the cohort

## Assessment of English at Calow Primary School.

### Key Performance Indicators (KPI):

At Calow Primary School assessment statements are divided for all year groups. Pupils must broaden their knowledge and understanding in those key areas in order to exceed showing high levels of confidence and competence against the end of key stage statements in the National Curriculum. All pupils must have achieved all KPI statements to be at the expected level for their year group in Physical Education. Pupils are able to be expected in some areas but not others. Teachers will assess using the NAHT model for Assessment. Pupils will only meet expected when the KPI's in this document are met.

All pupils will be judged as:

- Emerging— Yet to be secure in the end of year expectations.
- Expected—Secure in the majority of the end of year expectations.
- Exceeding—Secure in almost all or all the end of year expectations and is able to use and apply their knowledge and skills confidently.

### Assessment for Learning:

Assessment for Learning takes place on the planning format and evidenced with photographs, work in books and annotations onto the planning document on a daily basis. Please see boxes at the bottom of the planning document.

Activities	correctly.	superhero.					
	Teach position of capital letters and full stops. Discuss pronouns, places, beginning of sentences. Model finding a range of sentences. Repeat for full stops. HA (FSM X1): Add commas to lists, full stops and capital letters for all sentences. A (FSM X2): Add full stops and CL for sentences. LA (FSM X1): Capital letters for names and places. SENF (JW & AE): CVC un-muddled	<a href="#">I can explain the difference between ordinary and superhero.</a> <a href="#">I can use reading strategies beside decoding words to read a text.</a>	SEND (JW & AE)	LA (FSM X1)	A (FSM X2) T	HA (FSM X1)	this superhero be at? <a href="#">Why has this ordinary person become a superhero?</a>
		Draw favourite superhero from choice of 3 from text. Copy name from the options.	Draw superhero and write caption using superhero word bank. CH: Complete	Draw superhero and use sentence starters to write about favourite superhero – favourite feature, appearance, behaviour. SP support word mat.	Draw superhero Write about behaviour of the superhero and use question cue prompts to support the description. SP support dictionary.		
	Assessment feeding forward to the next lesson:						

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### Baseline assessment for spelling and spelling assessment:

Pupils should be assessed against their year group words at the beginning of the year and then throughout the year as they progress. This should be completed each half term. Throughout the year pupils must also be assessed, where possible, using the SPaG.com test base. This data forms part of the monitoring of progress for spelling. All spellings for year groups are in the SPaG folders in classrooms.

### Assessment of Grammar and Punctuation:

Upper Key Stage 2 are to complete assessment using the online diagnostic test spag.com throughout the year – 6 times in total. All other year groups must meet KPI statements in the NAHT assessment model to be expected and this will be evidenced through work scrutiny. Optional SAT tests will be used by all teachers once a year to ascertain the progress of pupils against the year group expectations in Years 3,4 and 5. This will be completed in the Spring term as a baseline assessment for assessment, informing judgements for the next teacher. This will transition along with spelling data and relevant phonics data for KS1/ FS.

### Assessment of phonics:

On entry to each year group in KS1 pupils are assessed using the phonics assessment in the assessment folder. The assessment follows the sounds as taught in Letters and Sounds DFE Publication. All pupils must then be tracked using this assessment throughout the year, 3 times in total.

Pupils in Reception are assessed using the baseline phonics assessment and are taught using Letters and Sounds progression as well. Pupils in year 1 will also be assessed using previous

years phonics checks to ensure progress. Pupils in Year 2 continue to be assessed in phonics after they have completed the phonics check as they read the High Frequency Words and Tricky Word lists for the phase they are working on. Pupils in Year 1 and Year 2 are also assessed using the 100 and 200 high frequency words half termly also.

#### **Assessment of Learning Writing and Reading:**

Pupils must be identified as expected (EX), emerging (EM) or exceeding (EXC) in writing. The I can statement grid must be completed for the whole cohort to track progress and will be kept in the front of exercise books. 3 identified APP pupils will be tracked for writing using the Babcock assessment grid against the KPI statements. When pupils have met all the KPI statements then they will be classed as expected for their year group in writing. These statements are also to be tracked using Frog and pupils ticked off when they have achieved their KPI's.

Pupils must be identified as expected (EX), emerging (EM) or exceeding (EXC) in reading. 3 identified APP pupils for reading will be tracked using the Babcock grid against the KPI statements. When pupils have met all the KPI statements then they will be classed as expected for their year group in reading. These statements are also to be tracked using Frog and pupils ticked off when they have achieved their KPI's.

#### **Tracking Progress and Data**

At the end of each short term (6 times per year) the teacher will upload the class data to Frog. The teacher is will analyse data to identify any common traits with regard to general class progress, vulnerable pupils, gender and any identified areas of concern.

#### **Pupil Self-Assessment:**

All pupils will have a named copy of the Year Group Expectations for Writing and Reading, This document is kept in the class teacher's assessment folder to track the progress of pupils and ensure that they have a clear understanding of what they need to be able to complete next to meet expected and exceeding progress.

## Assessment in French

### Documents required for assessment in Languages

- 'I can..' Curriculum statements based on materials from Focus Education which have been redistributed across Years 3 - 6.
- Class assessment spreadsheet for Languages.

### Planning for progression across the year groups

The above documents as well as the guidance in the National Curriculum for Languages should be used to inform the planning of a range of specific learning experiences for pupils in each year group. The statements from Focus Education have been altered to provide a set of statements for each year group 3 - 6 and can be used to assess the standard at which the children are learning. Due to the small number of statements in each of the areas - spoken language, reading and writing - all of them are being assessed as KPIs at present.

### Assessment of statements and making an end of year judgement

When making a judgement about whether a child is '**emerging**', '**expected**' or '**exceeded**' for their year group, the teacher should take into account whether all statements have been achieved.

In order for the pupil to be '**expected**' or above, all statements for that year must have been achieved. If this is not the case then the pupil will be '**emerging**'. If the pupil has achieved all of the statements and is working beyond this, probably including statements from the next year group, the pupil will be assessed as '**exceeded**'.

The class assessment record will be filled out in the Autumn, Spring and Summer Term by recording whether the child is emerging, expected or exceeded in each statement area. The teacher will need to use evidence based on observation, discussion, skills demonstrated during units of work and final pieces of work.

A best-fit judgement will be made at the end of the year based on the above criteria and the record of this will be passed to the member of staff who will be teaching them the following year in the form of the spreadsheet. This will then inform planning for the next year.

Children will have a set of the 'I can...' statements so that they can also record their judgements each term alongside the statements they have covered. This record will be kept in their folder. This assessment will then be shared with parents and guardians through the pupils' Annual Report.

### Monitoring and Moderation through sampling

Moderation should take place with any members of staff teaching languages. The work looked at should include:

- Recording or notes made of oral and aural work.
- Written pieces of work.
- Observational notes.
- Class record of assessment.
- Moderation sheets with commentaries about the task and the outcomes.

All relevant work should also be placed into the Languages Standards File which will show a range of work that typifies 'emerging', 'expected' and 'exceeded' for each year group.

## Assessment of Geography at Calow Primary School.

### Documents required for assessment in Geography

- I can statements (in the front of pupils' books).
- Frog Progression Charts and reports (Student Progress Summary by Subject and Continuum Progress Summary by Assessment Period).
- Progression in Geography skills documents for Key Stage 1, Lower and Upper Key Stage 2 and progression in mapping skills can still be used alongside the assessment criteria to support with planning and may be useful when sampling work to give a more detailed account of a child's learning.

### Planning for progression across the year groups

The above documents, as well as the Non-statutory guidance in the National Curriculum for Geography, should be used to inform the planning of a range of specific learning experiences for pupils in each year group.

### Assessment of statements and making an end of year judgement

When making a judgement about whether a child is '**emerging**', '**expected**' or '**exceeded**' for their year group, teachers should take into account which statements have been achieved. In order for the pupil to be '**expected**' or above, a majority of statements for that year must have been achieved, including all of the KPIs (in bold). If this is not the case then the pupil will be '**emerging**'. If the pupil has achieved most of the other statements as well as the KPIs and can apply their learning to a variety of situations, the pupil will be assessed as '**exceeded**'. The Frog Progression Charts will be filled out each term by recording whether the child is emerging, expected or exceeded in each statement area. The teacher will need to use evidence based on observation, discussion, skills demonstrated during units of work and practical skills shown, such as map reading. Where children are working together in practical sessions, careful observation must be used to determine what each child is able to do independently.

A best-fit judgement will be made at the end of the year based on the above criteria and the record of this will be passed to the following class teacher in the form of the Frog Progression tracker and any other relevant paperwork. This will then inform planning for the next year. This assessment will then be shared with parents and guardians through the pupils' Annual Report.

### Monitoring and Moderation through sampling

Teachers should bring the following evidence to moderate assessment of 6 pupils (2 pupils that are representative of each ability band):

- Books and other pieces of work that have been produced.
- The 'I can...' sheets for each of the selected children.
- Any observational notes.
- Photographic evidence of practical activities.
- Frog Progression Charts and reports (Student Progress Summary by Subject and Continuum Progress Summary by Assessment Period)

### Pupil Self-Assessment:

All pupils will have a copy of the, 'Year Group Expectations for Geography'. This document is kept in the children's books to track the progress of pupils and ensure that they have a clear understanding of what they need to be able to complete next in order to make further progress.

## Assessment of History at Calow Primary School.

### Documents required for assessment in History

- I can statements (in the front of pupils' books).
- Frog Progression Charts and reports (Student Progress Summary by Subject and Continuum Progress Summary by Assessment Period).
- Progression in History skills documents for Key Stage 1, Lower and Upper Key Stage 2 can still be used alongside the assessment criteria to support with planning and may be useful when sampling work to give a more detailed account of a child's learning.

### Planning for progression across the year groups

The above documents, as well as the Non-statutory guidance in the National Curriculum for History, should be used to inform the planning of a range of specific learning experiences for pupils in each year group.

### Assessment of statements and making an end of year judgement

When making a judgement about whether a child is '**emerging**', '**expected**' or '**exceeded**' for their year group, teachers should take into account which statements have been achieved. In order for the pupil to be '**expected**' or above, a majority of statements for that year must have been achieved, including all of the KPIs (in bold). If this is not the case then the pupil will be '**emerging**'. If the pupil has achieved most of the other statements as well as the KPIs and can apply their learning to a variety of situations, the pupil will be assessed as '**exceeded**'.

The Frog Progression Charts will be filled out each term by recording whether the child is emerging, expected or exceeded in each statement area. The teacher will need to use evidence based on observation, questioning, discussion, skills demonstrated during units of work and practical skills shown. Where children are working together in practical sessions, careful observation must be used to determine what each child is able to do independently. A best-fit judgement will be made at the end of the year based on the above criteria and the record of this will be passed to the following class teacher in the form of the Frog Progression tracker and any other relevant paperwork. This will then inform planning for the next year. This assessment will then be shared with parents and guardians through the pupils' Annual Report.

### Monitoring and Moderation through sampling

Teachers should bring the following evidence to moderate assessment of 6 pupils (2 pupils that are representative of each ability band):

- Books and other pieces of work that have been produced.
- The 'I can...' sheets for each of the selected children.
- Any observational notes.
- Photographic evidence of practical activities.
- Frog Progression Charts and reports (Student Progress Summary by Subject and Continuum Progress Summary by Assessment Period)

### Pupil Self-Assessment:

All pupils will have a copy of the, 'Year Group Expectations for History'. This document is kept in the children's books to track the progress of pupils and ensure that they have a clear understanding of what they need to be able to complete next in order to make further progress.

## **Assessment of Mathematics at Calow Primary School**

### **Key Performance Indicators**

The attainment for each year group in Mathematics is broken down into objectives .Within the objectives are key objectives which the pupil must achieve to demonstrate they are working at the level expected for their age. The key objectives are known as key performance indicators (KPIs). To be working at a level exceeding the age related expectations pupils must broaden their knowledge and understanding in the key areas. Teacher's assess pupil attainment using the NAHT model for assessment.

Pupils must be identified as emerging (EM) , expected (EX) or exceeding ( EXC) in Mathematics . Three identified (APP) pupils will be tracked for Mathematics using NAHT grid against the KPI statements.

### **Assessment for Learning**

Assessment for learning is integral to quality planning, teaching and learning . Assessments, based on AFL observations and pupils day to day work .

Assessments for pupils are recorded each half term on the "Frog Progress Tracker which tracks progress against the year group objectives and the KPIs. Evidence to support the teacher assessments can also be uploaded. Class teachers are expected to analyse the data to identify common traits with regard to class progress, vulnerable pupils and gender and any identified areas of concern.

Children are assessed on entry to school using the Early Excellence Baseline and are continually assessed throughout the Reception year in school.

Children are tested formally at the end of Key Stages One and Two (SATs).

Pupils in Key Stage Two are tested using commercially produced standardised Mathematics tests to establish attainment and measure progress between different parts of the academic year.

### **Making Judgements**

The school uses information from test results to compare attainment against other schools.

Staff use DfE produced materials to support assessment for individual pupils. A key tool in the assessment of pupil progress and attainment in Mathematics are the pupil's books. The pupils' work and teacher marking and feedback provide evidence to support judgements made about a pupil's level of attainment and show progress during the year.

All parents are given a formal written report detailing their child's progress and attainment in mathematics. There are two formal opportunities per year for parents to discuss their child's achievement and progress in mathematics.

### **Target Setting**

The overriding target is for children to reach their full potential. The school sets targets as required by the Government in line with age related expectations.

In addition children are set individual targets each half term .These targets are identified in the front of pupil books. The targets are shared with the children and with their parents via a letter.

Pupils can track their progress through the target sheets in the front of their books. Pupils should be able to talk about their progress in Mathematics and their next steps for learning.

# Assessment in Music

## Documents required for assessment in Music

- I can Statements for pupils.
- Frog Progression Charts and reports. (Student Progress Summary by Subject and Continuum Progress Summary by Assessment Period)
- Curriculum Expectations grids. (EYFS and Key Stage One, Lower Key Stage Two and Upper Key Stage Two)

## Planning for progression across the year groups

The Progression Statements as well as the Non-statutory guidance in the National Curriculum for Music should be used to inform the planning of a range of specific learning experiences for pupils in each year group.

The Progression Statements allow teachers to assess against the key criteria which should be covered through the year.

The 'I Can ...' statements can be used to assess the standards at which the children are learning.

## Assessment of Statements and making an end of year judgement

When making a judgement about whether a child is '**emerging**', '**expected**' or '**exceeded**' for their year group, teachers should take into account which statements have been achieved. In order for the pupil to be '**expected**' or above a majority of statements for that year must have been achieved, including all of the KPIs (in bold). If this is not the case then the pupil will be '**emerging**'. If the pupil has achieved most of the other statements as well as the KPIs and can apply their learning to a variety of situations, the pupil will be assessed as '**exceeded**'.

The Frog Progression Charts will be filled out each Term by recording whether the child is emerging, expected or exceeded in each statement area. The teacher will need to use evidence based on observation, discussion, skills demonstrated during units of work and final pieces of work. Where children are working together, careful observation must be used to determine what each child is able to do independently.

A best-fit judgement will be made at the end of the year based on the above criteria and the record of this will be passed to the following class teacher in the form of the Frog Progression tracker and any other relevant paperwork. This will then inform planning for the next year.

Children will have a paper copy version of the 'I can...' statements and they will also record their judgements each term alongside the statements they have covered. This record will be kept in a folder in each class.

There are four areas to consider when making an assessment of a pupils progress in a unit of work including; **Performing /Singing, Composing, and Listening and Appraising**. Some units may or may not focus on all aspects. The teacher will consider a range of assessment evidence including; any written work, marking and feedback (teacher and peer feedback), written and verbal reflections and evaluations and observational notes made by staff members. Teachers will consider additional evidence from cross-curricular work (including Arts' week).

## Monitoring and Moderation through Music sampling

Teachers should bring the following evidence to moderate assessments of 6 pupils (2 pupils that are representative of each ability band);

- Photographs of work, recordings of work, pupil/teacher feedback and on-going evaluation
- Written pieces of work with marking/feedback and evaluation ( where appropriate)
- Annotated Curriculum Expectation Grids and Progression Statements for each pupil including observational notes
- Frog Progress reports as detailed above.

## Assessment of Physical Education at Calow Primary School.

### Key Performance Indicators (KPI):

At Calow Primary School assessment statements are divided for all year groups. Pupils must broaden their knowledge and understanding in those key areas in order to exceed showing high levels of confidence and competence against the end of key stage statements in the National Curriculum. All pupils must have achieved all KPI statements to be at the expected level for their year group in Physical Education. Pupils are able to be expected in some areas but not others.

### Assessment for Learning:

Assessment for Learning takes place in the success criteria box on the planning format and evidenced with photographs, video and annotations onto the planning document on a weekly basis. This forms one of the monitoring elements to Sports Premium funding and measures the impact on the funding provided for staff development. This assessment is ongoing throughout the unit and must be completed for doing, thinking and feeling elements of the planning document.

	Learning Intention	Learning Activities/Experiences	Success Criteria
Doing	Develop balance.	<p><b>Games:</b> Introduce the ideal balance considering one foot in front of the other, looking where to travel to, heel to toe placement of feet.</p> <p>Modification of balance to include 'chicken walk'</p> <p>Develop a range of balances through introduction, modelling and repetition of technique.</p> <p><b>Lily Pads:</b> Place the gymnastic mats around the gym in a circle with 10-15 feet in between each mat. These are the lily pads.</p> <p>On the teacher's signal the students begin jumping counter-clockwise around the gym like frogs.</p> <p>When the student arrives at an unoccupied mat, (s)he will perform a forward roll with the following cues: "frog, peek-a-boo, push."</p> <p><b>Frog:</b> Frog position with hands right in front of your feet. (strong arms)</p> <p><b>Peek-a-boo:</b> Lift your gluteus <b>maximus</b> in the air and look between your legs behind you. Place your chin on your chest.</p> <p><b>Push:</b> Push with your legs and roll on to the upper back to complete a forward roll.</p> <p>Develop effective balances through:</p> <p>Practice balancing a beanbag on their heads (or other body part) while stationary.</p> <p>Practice balancing a beanbag on their heads (or other body part) while moving in general space.</p> <p>Practice balancing a beanbag on their heads (or other body part) while moving through an obstacle course set up throughout the gym.</p> <p><u>Self assessment</u> against success criteria at the end of the session encouraging reflective practice.</p>	<ul style="list-style-type: none"> <li>• Balance on one leg.</li> <li>• Balance in movement.</li> <li>• Balance placing one foot in front of the other in a controlled manner with head up looking where the child is going and using 'heel to toe' approach.</li> <li>• Balance small apparatus on different parts of the body.</li> </ul>

- Red should be highlighted when 25% or below of the cohort have achieved the success criteria at the end of the unit of work.
- Yellow should be highlighted when 50% or below of the cohort have achieved the success criteria at the end of the unit of work.
- Green should be highlighted when 75% or above below of the cohort have achieved the success criteria at the end of the unit of work.

### Baseline assessment:

Baseline assessment must be made using the key performance indicators for all pupils at the beginning of the academic year within 2 weeks of entry into the year group. This evidence forms a baseline for progression. Staff should use the Frog progress trackers to upload data judgments made.

### Assessment of Learning:

Assessment of learning at the end of a unit must be completed for all pupils using the above grid. Pupils must be identified as expected (EX), emerging (EM) or exceeding (EXC) in all areas of Physical Education. The grid must be completed for the whole cohort to track progress. A new grid must be completed for each new unit of work. Those learning statements that are not taught or relevant in the scheme of work having been taught should be left blank.

## Assessment in PSHE and Citizenship

### **Documents required for assessment of PSHE and Citizenship**

- Year group specific pupil 'I can' statements

### **Planning for progression across the year groups**

The 'I can...' statements should be used when planning, preparing and delivering lessons. These statements should be used to ensure all areas of PSHE and Citizenship are covered for each specific year group.

### **Assessment of each unit**

When making a judgment in PSHE and Citizenship teachers should consider all elements including; SEAL, SRE, Drugs education, Money Matters and British Values. Some units may or may not focus on all aspects. When making judgements staff should consider a range of evidence including; work in PSHE and Citizenship books (KS2) and files (KS1), collaborative pieces of work, marking and feedback (including both teacher and peer feedback) and observations made by staff members. Evidence in SRE and SEAL can be measured by using tasks to gauge pupil knowledge at the start of a unit and at the end to show their knowledge and understanding development.

### **Making and end of year judgement of pupils' progress in PSHE and Citizenship**

A pupil will be assessed as Emerging, Expected, Exceeding in PSHE and Citizenship in relation to age related expectations. Teachers will look back at all units covered throughout the year when making a final judgement. This assessment will be described to parents and guardians through the pupils' Annual Report.

### **Monitoring and Moderation**

During the academic year monitoring and moderation of work will take place. Teachers should bring along the following evidence for moderation of six pupils (two pupils that are representative of the middle of each ability band);

- PSHE and Citizenship books (KS2) and files (KS1), photographic evidence and marking and feedback (in line with the marking and feedback policy)
- Collaborative pieces of work

## Religious Education Assessment

### **Documents required for assessment in Art**

- Derbyshire Agreed Syllabus
- Derbyshire Agreed Syllabus levelled grids
- At1 and AT2 assessment proforma

### **Planning for progression across the year groups**

The Derbyshire Agreed syllabus should be used to inform the planning of specific learning experiences for pupils in each year group following the long term plan set out for each year group.

### **Assessment of each unit**

The Derby Agreed Syllabus is used to assess the progress of pupils. Each teacher should note the contribution of children to lessons, questions, answers, showing an interest in and being able to discuss aspects of the work as well as assessing written pieces of work. An assessment proforma for each unit for ATA, ATB and ATC should be kept for middle child in the higher attaining, in the average attaining and in the lower attaining ability band. Their achievement the Attainment Targets throughout each unit in an APP style. This may include evidence in the form of samples from the children's RE book, photographs and evidence of children's of oral contributions.

Summative assessment will also take place for each unit for **every** child using the Derby Agreed Syllabus Attainment Targets to aid judgements on levelness. This proforma should be highlighted by the end of each unit, using one proforma for each child for the whole year. This form should be clearly annotated and highlighted in a different colour for each new unit.

### **The Derby Attainment Targets**

The most recent Department for Education statement on assessment (2013) removes the use of levels in assessment in the National Curriculum, encouraging schools to create their own approaches to formative assessment, to support pupil attainment and progression. As the current Derbyshire Agreed Syllabus links its assessment to the old system of levelling, Calow Primary has chosen to follow the guidance given on assessment in RE in the new Derby City Agreed Syllabus.

'This syllabus offers teachers:

A : An application of the three-fold aim of RE for each key stage, specifying outcomes for most pupils of any ability, for many pupils of average ability and for some pupil of higher ability

B: Eight Steps Up: A clear statement of the steps learners take towards the outcomes which relates to past practice (the old 8 level scale), but is compatible with new National Curriculum structure' (Derby City Agreed Syllabus 2015-2020)

In the Derby City Agreed Syllabus Attainment Targets 1 and 2 have been replaced with Aims A, B and C see below (Taken directly from the Derby City agreed syllabus 2015-2020)

#### A: Knowledge and understanding

All pupils should know and understand a range of religions and world views, so they can:  
Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;

Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religion and world views;

Appreciate and appraise the nature, significance and impact of different ways of life and expressing meaning.

#### B: Expressing and Communicating ideas

Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;

Express with increasing discernment their personal reflections and critical responses to questions and teaching about identity, diversity, meanings and value.

Appreciate and appraise varied dimensions of religion.

#### C: Gaining and deploying the skills

Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:

Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;

Enquire into what enables different communities to live together respectfully for the wellbeing of all;

Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

Old levels have been replaced with 'Eight steps up' which is clearly linked to the old levelling system but is compatible with the new curriculum.

This is an eight step scale which links to the outcomes in the syllabus.

Step 1 – Year 1 expected

Step 2 – End of Key stage 1 expected

Step 3 – End of lower key stage 2 expected

Step 4 – End of Upper key stage 2 expected

Step 5 – exceeding at end of Key stage 2

Step 6 Mastery at end of Key Stage 2

In RE these steps are not intended for all children P levels can still be used to assess those working below step 1 in each area.

#### **Monitoring and Moderation through RE sampling**

Teachers should bring the following evidence to moderate assessments of 6 pupils (2 pupils that are representative of the middle of each ability band);

- RE books, photographs of collaborative work, pupil/teacher feedback and on-going reflection/evaluation.
- Annotated Derby Agreed Syllabus Grids for all pupils
- ATA, ATB and ATC completed proforma for the 3 APP children who should be included in any sample of 6 brought for moderation.

## Assessment of Science at Calow Primary School.

### Documents required for assessment in Science

- I can statements (in the front of pupils' books).
- Frog Progression Charts and reports (Student Progress Summary by Subject and Continuum Progress Summary by Assessment Period).

### Planning for progression across the year groups

The above documents, as well as the Non-statutory guidance in the National Curriculum for Computing, should be used to inform the planning of a range of specific learning experiences for pupils in each year group.

### Assessment of statements and making an end of year judgement

When making a judgement about whether a child is '**emerging**', '**expected**' or '**exceeded**' for their year group, teachers should take into account which statements have been achieved. In order for the pupil to be '**expected**' or above, a majority of statements for that year must have been achieved, including all of the KPIs (in bold). They should also be able to demonstrate relevant skills from the 'working scientifically' section. If this is not the case then the pupil will be '**emerging**'. If the pupil has achieved most of the other statements as well as the KPIs and can apply their learning to a variety of situations, the pupil will be assessed as '**exceeded**'.

The Frog Progression Charts will be filled out each Term by recording whether the child is emerging, expected or exceeded in each statement area. The teacher will need to use evidence based on observation, discussion, skills demonstrated during units of work and practical pieces of work. Where children are working together in practical sessions, careful observation must be used to determine what each child is able to do independently.

A best-fit judgement will be made at the end of the year based on the above criteria and the record of this will be passed to the following class teacher in the form of the Frog Progression tracker and any other relevant paperwork. This will then inform planning for the next year. This assessment will then be shared with parents and guardians through the pupils' Annual Report.

### Monitoring and Moderation through sampling

Teachers should bring the following evidence to moderate assessment of 6 pupils (2 pupils that are representative of each ability band):

- Books and other pieces of work that have been produced.
- The 'I can...' sheets for each of the selected children.
- Any observational notes.
- Photographic evidence of practical activities.
- Frog Progression Charts and reports (Student Progress Summary by Subject and Continuum Progress Summary by Assessment Period)

### Pupil Self-Assessment:

All pupils will have a copy of the, 'Year Group Expectations for Science', This document is kept in the children's books to track the progress of pupils and ensure that they have a clear understanding of what they need to be able to complete next in order to make further progress