

Lowther Primary School

What does assessment at Lowther look like?





Assessment at Lowther

This presentation explains



- How things used to be...
- Other main changes to curriculum including SATs and other assessments
- Target Tracker – The school's journey, what is target tracker and what do the teachers actually do now?
- How we will share information with parents and children about how well pupils are doing?
- How will Parent's evening work



Why the meeting.....?





Principles of assessment



- Assessment, both summative and formative is at the heart of effective teaching and learning.
- Assessment of attainment and progress needs to be **accurate, regular, consistent, reliable** and free from bias.
- Assessment needs to draw on evidence that indicates what a child can do independently and consistently, to provide a complete picture of **strengths and areas for improvement** alongside **achievement over time**.
- Assessment is used to **set high expectations**, to celebrate achievement, and to inform children, families and teachers of next steps in learning.
- Analysis of assessment information is used to **improve the quality of teaching and of learning**.
- Assessment outcomes will give reliable and clear **information to parents** and carers about how their child, and their child's school, is performing at regular intervals.



Previously....



- All teachers were using National Curriculum levels to assess children
- Progress was indicated by how many sub-levels progress a child had made over the course of the Year or Key Stage

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected level of attainment	1b	2b	2a/3c	3b	3a/4c	4b
Expected level of progress	3 sub levels	3 sub levels	1.5 sub levels	1.5 sub levels	1.5 sub levels	1.5 sub levels
Expected level of progress across Key Stage	6 sub levels		6 sub levels			

Previously.....

- New Curriculum introduced to schools.
- All teachers (excluding Year 2 and 6) taught the new Curriculum.
- Year 2014-2015 was a very successful year in terms of introducing the new Curriculum at Lowther. Coverage documents were created, medium term plans created etc. Led by HJ.
- In the latter half of the year the SLT began thinking about how we were going to assess against the new curriculum with no more levels.



Now....

➤ NO MORE LEVELS!





The big questions we have worked on.....

- How are we going to assess the children?
- How are we going to show progress?
- How are we going to introduce this in a manageable way to the staff?
- How are we going to communicate this with parents?





Statutory Tasks

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- Year 1 Phonics Screening Check
 - Year 2 statutory tasks
 - Year 6 statutory tasks
- KS1 (Year 2) and KS2 SATs (Year 6) will reflect the new curriculum for the first time this year.



Section 1

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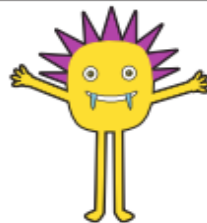
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Section 1

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KS1 Tasks

- All tasks will be taken in May
- New grammar, punctuation and spelling task
- Tasks for Reading and Maths (Arithmetic and Reasoning)
- Writing is based on the collection of the child's work throughout the preceding year.
- Science teacher assessment is based on work completed during Year 1 and Year 2.
- Tasks are marked internally. Judgements will be moderated by the LA
- Overall judgement is still based on teacher assessment



KS2 SATS

- Set week (as before) for tasks in May
- No 'Level' 6 papers, instead some harder questions in the 3 papers
- Mental maths test replaced with Arithmetic paper.
- 2 Reasoning maths tests
- Science -To provide evidence that pupils demonstrate consistent attainment of all of the statements within the standard, teachers will need to draw on assessment judgements that have been made earlier.



Curriculum Assessment



- The new curriculum is based on the concept of mastery and enrichment rather than rapid acceleration through levels.
- Children are assessed by their teachers against the **Age Related Expectations** *(Years 1,3,4,5).*
- Objectives for each year group form the basis of teacher assessment.
- The band objectives are broken down into steps –

The majority of children would be expected to be working at the secure step by the end of the year to be at ARE (age related expectation)



The school's journey so far

- As a team we wanted to come up with a robust assessment system that would work for our school.
- Visited other schools
- Dedicated staff meeting time to ensure all teachers were involved in the decision making process
- Extensive research into different systems available
- Tried out a few different models.
- Most important thing for us was to be able to reliably show an individual child's learning journey and monitor their progress.
- TARGET TRACKER was a system that was being used by lots of other schools and looked like it would fit our school the best. Began to investigate further.



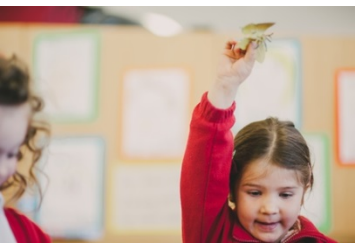
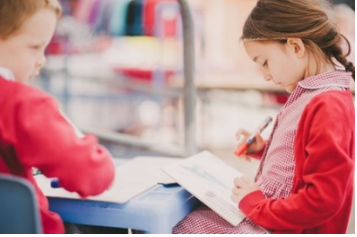


What is Target Tracker?

- Target Tracker is an IT package which enables teachers to record what a child can do - and from there, record their attainment and progress.
- It supports formative (day-to-day) assessment and future planning by tracking progress and showing gaps in children's learning.
- 25% of schools are currently using Target Tracker nationally
- Examples of Richmond schools using TT include Sheen Mount, Queen and East Sheen

How will Target Tracker work in the classroom?

- Target Tracker is computer based and all information is stored in 'the cloud' so can be accessed at all times by teachers.
- Each Year Group has a set of statements for each subject. These statements are directly linked to the new National Curriculum.
- Progress towards these statements for each child will be updated regularly by the teachers alongside their daily teaching.
- This ongoing and regular monitoring of the statements will then feed into our summative termly judgements.
- Target Tracker produces detailed reports to help teachers monitor both attainment and progress of each individual child in their class.



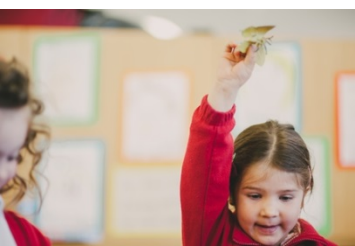
How we will share progress information with you and your child.


- In class feedback and marking
- Parents evenings
- End of year report





Parent's Evening Format



Start	Welcome
	Teachers will briefly run through the format of the meeting
	You will be provided with a brief summary of how well your child is getting on, including opportunities to share your opinion.
	Teachers will report on your child's happiness at school, whether they're enjoying school and working hard.
	You will be given a brief review of the wider curriculum and any other strengths, including whole school contributions, sports teams etc.
	Teachers will share with you your child's specific achievements in Maths and English
	Teachers will then share with parents specific next steps in Math and English
	You will be given some advice and tips with how can you help support your child's learning at home
Finish	